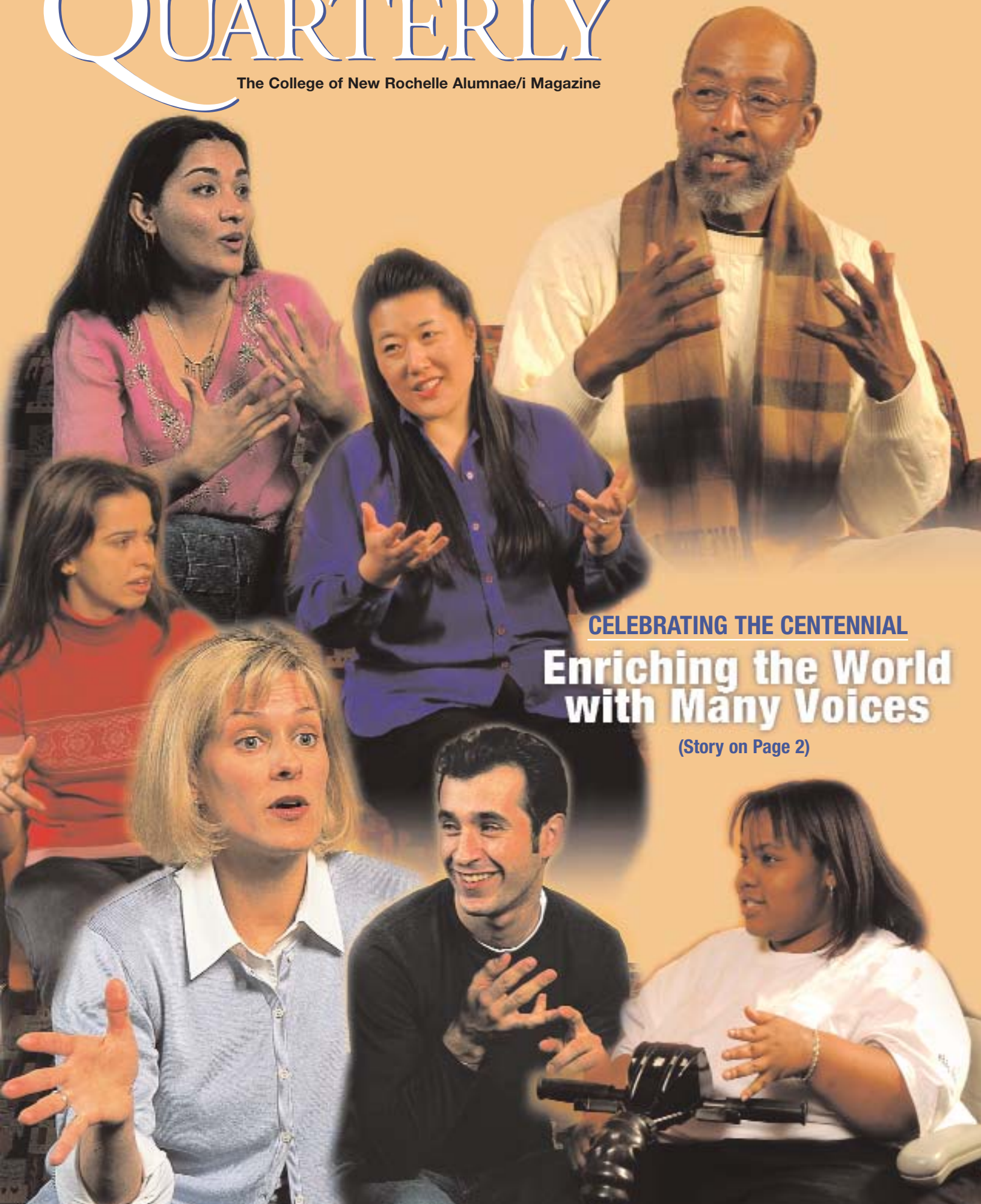


QUARTERLY

The College of New Rochelle Alumnae/i Magazine

Spring 2004 | Volume 76 | No. 1



CELEBRATING THE CENTENNIAL

Enriching the World with Many Voices

(Story on Page 2)



From the pages of Quarterly: Nancy Quirk Keefe '56 on the cover in Spring 1998, at the President's Circle Dinner with husband Kevin and Isabel Reithebuch '46 in 2001; and most recently receiving the Centennial Medal on Founder's Day 2003 from CNR President Stephen Sweeney.

Remembering Nancy Quirk Keefe '56

Former Editor of *Quarterly* & Member of *Quarterly* Editorial Committee

Journalist, editor, wife, mother, grandmother – Nancy Quirk Keefe held many roles during her lifetime, a life tragically lost on March 10 after a long battle with breast cancer. To The

College of New Rochelle Community, she was a devoted alumna, former editor of

Quarterly, mentor to generations of *Tatler* staff, a former adjunct instructor of journalism, a frequent speaker on campus, a regular member of the worshipping community of Holy Family Chapel, and for the last five years, despite her illness, an integral member of the *Quarterly* Editorial Committee.

Her contributions to *Quarterly*, particularly her wise counsel and her gifts as a writer, were truly invaluable. Whether the topic was liberation at mid-life or her trip to Israel and Palestine, Nancy could always be

counted on to provide a narrative that provoked thought, that brought insight, that connected with your soul. As recently as the Winter issue of *Quarterly*, she penned a wonderfully touching remembrance of the legacy of the Ursulines.

During a memorial service for Nancy held in Holy Family Chapel, which was filled to capacity with her many family and friends, CNR President Stephen Sweeney remembered Nancy for her "endless curiosity, penetrating mind, compassionate heart, her raging against injustice – in short for a life well spent." Indeed, The College of New Rochelle Community is particularly grateful that part of that life was spent in service to her alma mater. May she rest in peace.

The new On-Line Alumnae/i Community will be launched August 2004

Featuring:

Interactive Directory
Calendar of Events
Class Notes
Contributions

Event Registration
Quarterly
Photo Gallery
Questionnaire

Chapter Pages –
*for classes, campuses,
regional or affinity
groups*



Watch for a letter this summer with details for registering for your personal password and access to the latest tool for staying connected!

CORRECTION

"Women of Wisdom," which appeared in the Winter 2004 issue, was written by Gary Rockfield. The writer's name was inadvertently omitted. We regret the error.

QUARTERLY

EDITORIAL STAFF

Executive Editor

Deborah W. Thomas GS'04

Managing Editor

Lenore Boytim Carpinelli SAS'89

Associate Editor

Irene Villaverde SNR'04

Graphic Design

Kim Barron

Class Notes Design

Rob Morgan

Contributing Writers

Judith Balfe SNR'89, GS'91 & '97

James T. Schleifer

Carole Weaver

Photographs

CNR Archives

Peter Finger

John Vecchiola

EDITORIAL COMMITTEE

Eileen Gallagher Harrington '62, Chair

Judith Balfe SNR'89, GS'91 & '97

Renee Blackwell SAS'95

Julie Connelly '65

Eileen Denver '64

Dr. Mimi Donius

Kathleen Fredrick '59

Mary Plitsas Hesdorffer SN'95

Camille Marchetta '62

Maria Mercader SAS'88

Martha Reddington SAS'76

Mary Whalen SNR'99, GS'01

Letters to the Editor and editorial correspondence should be directed to:

Lenore Boytim Carpinelli SAS'89

(914) 654-5272

Email: Lcarpinelli@cnr.edu

Class Notes Columns and correspondence should be directed to:

Irene Villaverde SNR'04

(914) 654-5235

Email: ivillaverde@cnr.edu

DEPARTMENTS

24

Looking Back

28

Recalling Favorite Faculty

30

Along Castle Place

34

Branching Out with SNR

36

From the Board Room

38

Alumnae/i News

20

(follows page)

Class Notes

QUARTERLY

The College of New Rochelle Alumnae/i Magazine
Spring 2004 | Volume 76 | No. 1



2

Enriching the World
with Many Voices



12

At Our Heart:
Diversity



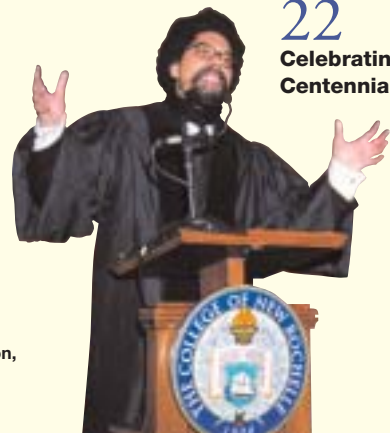
15

Creativity,
Innovation,
Celebration
The Future of
Women's Colleges



22

Celebrating the
Centennial



Cover: Students at The College of New Rochelle
(clockwise from top left: Selina Rahman, Christy Morejon,
Earlie Richardson, Tiara Simmons, Adnan Pepic,
Kari Black and Maya Georgieva).
Photos by Peter Finger.

QUARTERLY (ISSN 1550-8153) Volume 76, No. 1 Spring 2004 is published quarterly by the Office of Communications, The College of New Rochelle, 29 Castle Place, New Rochelle, NY, 10805-2339. Periodicals postage paid at New Rochelle, NY, mailing office. POSTMASTER: Send address changes to QUARTERLY, The College of New Rochelle, 29 Castle Place, New Rochelle, NY 10805-2339.



American society is an intricately woven tapestry, the rich diversity of its population providing deep saturation of color and texture to each thread. Women and men of all ages, from all walks of life, all religious traditions, all races and cultures, all socioeconomic planes meld to form the fabric of life.

Enriching the

So it is also at The College of New Rochelle, where our tapestry, our legacy, is fashioned from the voices of women and men with unique stories to tell and extraordinary lives to share. These profiles illustrate but a few of those extraordinary lives.

World with Many Voices

TIARA SIMMONS
School of Arts and Sciences

For any young woman in a wheelchair, the thought of traveling to rural Mexico to participate in CNR's community service "Plunge" might seem daunting. The roads are unpaved, the terrain, rocky. But then Tiara Simmons is not just "any young woman." Tiara Simmons simply does not believe in "I can't."

"I'm not going to say it's not in my vocabulary, because you'll hear me say it from time to time," she laughs. "But according to my favorite Bible verse, Phillipians 4:13: 'I can do all things through Christ who strengthens me.' And when I remember that, I ask, 'I can't do what? Says who? Who says I can't?' Life is a rocky road, but you live it. You move on, and you do what you have to do."

Born in Mount Vernon, NY, to drug addicted parents, Tiara lost both legs to a blood disease at a very early age. The next

ten years were spent in and out of Blythedale Children's Hospital in Valhalla, NY, for rehabilitation after numerous surgeries, some of the stays lasting nearly a year. While there, she attended the hospital's on-site school, where the learning environment for a bright student was often challenging.

"At Blythedale, a lot of children are mentally impaired," she says. "You're only separated by grade, usually with two grades in one room. So I sometimes had to work at a slower pace or just occupy my time doing other things."

In 1994, Tiara left Blythedale for the last time, returning home to a family of strong Christian women, women she calls her grandmother, mother, and aunts, who had adopted Tiara and her siblings during the course of her many recuperations. In the company of women, Tiara learned of the power of women.

(continued on page 4)

Enriching the World

(continued from page 3)

“Many black families are women-centered and matriarchal,” she says, “especially in the South.” My mother’s family is from the South, so that’s how we were raised, with women in charge of the house. Everything was run by women, and it rubbed off on us. We were raised to know that women are great.”

High school, traditionally a period of emerging independence and social activities for most teens, was difficult for Tiara who often felt isolated by her limited mobility. “I didn’t really get to know a lot of people in high school or go out and do a lot of things that I wanted to,” she says. “Because I had to use crutches and prosthetics, it was a lot harder to get around. Once school was over for the day, I was at home by myself.”

Yet, the time spent alone with her adoptive family was time for reflection and for learning from the women who would be her greatest influences. From their strong faith and commitment to church and community, Tiara learned the importance of doing for others without expecting anything in return.

“I grew up in church watching all the things they did,” she says. “My mom was the church secretary, was on the missionary board and a member of the choir; my grandmother did

missionary work with children. I think that’s where I get my love of working with children. Where the welfare of children is concerned, I’m there, totally gung ho, doing whatever I have to do.”

When she decided to follow her older sister to CNR’s School of Arts and Sciences, Tiara found an environment where she could be part of a community of young women devoted to academics and community service while also gaining personal independence.

Today, a far cry from the isolated teenager she once was, Tiara travels between her classes and numerous activities in a motorized wheelchair. “For a resident student, your community is right here on campus, and anything you want is accessible,” she says. “Here, I’m in a lot of clubs and organizations. I do a lot on campus to keep busy. I’m a peer minister, peace builder, volunteer coordinator for the local YMCA, member of the Latin American Women’s Society, and executive member of *Phoenix*.”

When asked if she is ever discouraged by the challenges she



ADNAN PEPIC School of New Resources

The tunnel was miles long. On foot, single file, the journey would take them almost an hour, but in total darkness, maybe longer. Adnan Pepic’s passage to America is the stuff that novels are made of – an adolescent boy and his siblings smuggled out of a war zone by a young mother determined to deliver her children to safe haven.

Escaping the atrocities of the war and ethnic cleansing in Bosnia in 1990, Adnan, his mother, brother Seid, and sister Vahida made their way past armed guards at checkpoints in Serbia and the scrutiny of airline officials to Canada, and from there, through that dark tun-

nel, to the United States and freedom. The date was December 15, 1990 – Adnan’s twelfth birthday.

In Detroit, Michigan, a cousin was waiting to take them to their father who had been in the United States for nearly six months awaiting their arrival. “Sure, it was dangerous, but with the war escalating and unable to secure a government Visa for the rest of the family, my mother decided to get us out any way she could,” says Adnan. “As Muslims, going through Belgrade was very, very frightening. All along the way, we were just afraid of being stopped, because if we got caught anywhere, we would have never made it to the States.”

Finally reunited, the family made their way to New York, settled in the Bronx, and began adjusting to life in the

“Because I was a foreign student, speaking very little English, wondering how I could fit in, I’m able to relate to kids from different backgrounds, from different psychological perspectives, and help them through the insecurities they face. And, every child needs an advocate.”

“According to my favorite Bible verse, Phillipians 4:13: ‘I can do all things through Christ who strengthens me.’ And when I remember that, I ask, ‘I can’t do what? Says who? Who says I can’t?’ Life is a rocky road, but you live it. You move on, and you do what you have to do.”

has faced during her young life, Tiara turns once again to her faith: “As a Christian, I believe that God usually makes things happen – no matter how bad they may seem at the time – for your own good. I could be sitting here now saying, ‘Oh gosh, I have this wheelchair, my parents were addicts, my grandmother passed away; let me dress in black, write sad poems, and hate the world.’ But look where I am today. I’m in school, I have a good home, and I’m surrounded by people who love me. So what’s there to complain about?” ■



City defined by the unbounded diversity of its citizens – a diversity both fascinating and frightening to a young boy experiencing other cultures and ethnicities for the very first time.

“In Montenegro, we had people of different religions – Muslims, Catholics, Christians, and Orthodox Jews – but here in the States, the diversity of race and culture really overwhelmed us. In our new neighborhood, there were Hispanics, blacks, whites, eastern Europeans, and some of these groups we were seeing for the very first time,” says Adnan. “We spoke virtually no English and knew no one outside of our family. I wondered if we would ever adjust to life in America.”

Thousands of dollars in debt after their flight from Serbia, the family worked closely together to make ends meet. While his mother stayed at home with five-year-old Seid, his father drove a taxi, worked construction jobs, and acted as superintendent of the apartment building where they lived. Adnan and Vahida found work after school as grocery packers in a local supermarket. “Working side by side gave us the

opportunity to grow and learn together, to help each other out while helping our parents out.”

By the time he reached high school, Adnan, who had become enamored of the music and movies of 1950s America, had adjusted sufficiently to brave auditions for his school’s production of the musical *West Side Story*.

“Here I am, Adnan Pepic, with this thick accent thinking, ‘Who am I kidding? I certainly can’t sing, but if I’m lucky, maybe they’ll let me be a back-up dancer. Then, as I was rushing down the hall to check the cast list, the director, a little Jewish woman, yelled, ‘Pupik (which is Yiddish for bellybutton), rehearsals start tomorrow! You’re Detective Shrank!’” The role was just the first of many for the hesitant thespian and a major morale booster for a kid who once doubted he would ever fit in. And, the director’s understanding of the importance of a sense of belonging to that young man had a profound influence on his life.

It’s not surprising that Adnan’s decision to concentrate in the area of psychology at the College’s School of New

Resources, a decision he hopes will eventually lead to a master’s degree in school psychology, is drawn from his own childhood experiences.

“As someone who comes to another country, you’re faced with so many challenges that psychologically and emotionally affect you,” he says. “Because I was a foreign student, speaking very little English, wondering how I could fit in, I’m able to relate to kids from different backgrounds, from different psychological perspectives, and help them through the insecurities they face. And,” he adds, “every child needs an advocate.”

Today, fourteen years after emerging from that dark tunnel into the bright promise of a better life, Adnan and his family have much to celebrate. A stellar example of the power of family united toward a common goal, the Pepics recently realized a dream of owning their own home, closing on a house in the Bronx. And, in May, they stood side-by-side to cheer as Adnan marched with the graduating Class of 2004. ■

KARI BLACK Graduate School

As a teenager, Kari Black never dreamed of the exotic life. She was too busy living it. Kari's conservative façade belies a creative spirit cultivated through travel to the farthest reaches of the globe, sometimes to places that few have knowledge of and even fewer have visited.

Kari's father was in the garment business in Hong Kong, where the family lived on a tourist visa that required them to leave and then re-enter the country every 60 days. "So we traveled," she says. "My father's mission was to visit every country in Asia, which we did."

Led by her father, the family bypassed the normal tourist spots, seeking out ancient burial sites, "where the people had not seen Caucasians for years and years, if ever," old monkey villages, and snake farms. They also focused on

religious sites and the spirituality of the people they encountered.

"Those experiences were really exciting, but sometimes seemed almost unreal," she says. "But, these extraordinary, diverse places helped to make me color-blind at a very young age as far as different cultures were concerned and sensitive to other people's lives and challenges." These were skills that would help shape Kari's personal and professional life to come.

After earning a bachelor's in political science from Boston College, Kari followed in her father's footsteps, entering the fashion industry and eventually joining the Polo Ralph Lauren Corporation. During her 12-year career with the company, Kari married, established a home in Los Angeles, and found herself once again traveling the world, this time professionally, to Asia, Europe, and places "slightly closer to home," such as the Dominican Republic, Puerto Rico, Costa Rica, Mexico, and Honduras.

When daughters Addison and Morgan were born, Kari shed the corporate life to become a full-time mom. Some time later, Kari and her husband divorced, and she was forced to contemplate the future as a single parent.

If they taught her nothing else, Kari's childhood experiences taught her to take a creative approach to life, to "think outside the box," and to look at transition as a positive thing. When considering her next step, Kari came back again and again to a lifelong dream of working in the field of education.

Toward that dream, Kari enrolled in CNR's Graduate School and began working toward her master's in elementary education. Today, evenings in the Black-Nakatani house-

hold find students Addie, Morgan, and Kari studying side by side.

"Since we're all in this together, we had a family meeting at the beginning of the semester to develop a 'Kari, Addie, and Morgan Family Mission Statement' on how we were going to get through the year," says Kari. According to the finished "document," responsibilities include helping each other, contributing to the household work, and having fun.

When the girls decided that the mission statement should include a commitment to church as well, they focused on Christ the Redeemer Episcopal Church in Pelham, NY, where Kari is co-superintendent of the 110-student Sunday School Program, both girls sing in the choir, and Addie is the youngest acolyte.

Kari Black is, at heart, a woman who believes deeply in giving back to her community, and especially to its youngest members. In recognition of her work with the children of her church, Kari was honored this year during CNR's Founder's Day celebration with a *Serviam* Award given by the Ursuline Institute. Of her work, Kari says, "The goodness that surrounds me while I am there...the pure joy and anticipation I feel with the children when we are waiting to process into the church on pageant day, makes this service irresistible to me. I was given the gift of spirituality and the love of church by, among many others, my favorite church school teacher, and my greatest hope is that I will, in turn, give that gift to at least one child in my program."

As she leaves her alma mater to realize her dream, Kari, shaped by a unique childhood, deep spirituality, and devotion to community service will have the opportunity to share her gift with countless others. ■

If they taught her nothing else, Kari's childhood experiences taught her to take a creative approach to life, to "think outside the box," and to look at transition as a positive thing. When considering her next step, Kari came back again and again to a lifelong dream of working in the field of education.





REGGIE WILLIAMS School of Nursing

As a young child growing up in England, Reggie Williams often rode with his mother as she made her rounds as a district nurse, making house calls throughout the region. Usually, he waited in the car until she was finished seeing patients, but every once in a while, he was invited into their homes where he chatted with them while his mother tended to their needs. Although he was unaware then of the impact his mother's profession would have on him, it was a great one indeed. Today a registered nurse and recent graduate of the School of Nursing, Reggie's job in NYC's Bellevue Hospital Emergency Room is far removed from those early days at his mother's side.

Though Reggie agrees that ER nursing is a unique, fast-paced, and most times intense experience, he takes issue with the popular television program's portrayal of the "never a dull moment" day-to-day life of nurses working there.

"It would be perfect place to work if every person who came in actually required emergency services," says the 10-year veteran. "But, because of health

"All of a sudden, I was on the opposite side of the desk. I realized the positive impact a teacher can have on students, and I thought, 'this feels good, I can do this.'"

insurance limitations, some people think it's just easier and more cost-effective to visit the ER for even a minor ailment, rather than waiting to see a private physician."

Some are simply homeless or lonely people looking for a warm place to pass the time; some are seniors whose caregiver children need a place to "park Mom" while they take in a movie or even go away for a weekend. "It happens more often than you think," says Reggie. "Someone has a business meeting in California in the morning or the health care worker didn't show up that day, so let's drop Mom off at the ER."

"It's times like those when a sociology background really comes in handy," he laughs.

An enthusiastic advocate and recruiter for the nursing profession, Reggie, a self-described "late bloomer," was once among those students who didn't have a clue as to what career path to follow after high school. "I really wasn't ready for college," he says, "so I decided not to enroll right away." Although she disapproved of his decision, Reggie's mother took the opportunity to steer her son toward her own vocation. Her maternal direction paid off. Reggie first became a nurse's aide and later earned an associate's degree in nursing. Then, after nearly a decade in the emergency room, he decided to explore what else nursing had to offer and enrolled in the RN to BSN Program at CNR. By the time he was ready to pursue his bachelor's degree, the "late bloomer" was married (to a nurse) and the father of three.

The program was inspiring, says the Brooklyn resident, with students sharing their diverse professional and personal experiences with professors who encouraged them to explore the many options open to nurses today – one being teaching.

As part of his community nursing requirement, Reggie took part in Open Airways, a program where nursing students teach local school children about asthma control. The decision was an eye-opener. "All of a sudden, I was on the opposite side of the desk," he says. "I realized the positive impact a teacher can have on students, and I thought, 'this feels good, I can do this.'"

And perhaps he will. With his bachelor's in hand, Reggie now plans to earn a master's as a nurse practitioner, an advanced degree that will allow him to explore any number of career options, including clinical practice, teaching, or management.

Reggie believes that if kids were made aware of the countless career opportunities open to nurses today, there would be more hands raised on Career Day when someone asks, "have you ever considered nursing?"

From the fevered pitch of the emergency room to the university lecture hall, nurses continue to touch the lives of populations in need, to positively impact our global society.

"And that's what I want people to know about nursing," says Reggie, "It's not just about bedpans and bandages anymore." ■

MAYA GEORGIEVA School of Arts & Sciences

“Imagine a little girl with pockets full of colored chalk and pencils, practicing for hours how to draw doves outside her window and images of children of all colors living together in harmony in her dreams.”

In her essay “Chalk and a Dream,” Bulgarian-born Maya Georgieva described herself as a small child, imagining what the children of other cultures looked like, drawing pictures of them playing together. Innocent yet intense, her images eloquently expressed a dream that would become a passion – working for world peace and children’s rights.

“At a very early age I had this curiosity about a world I knew so little of,” says Maya, “but it was difficult, because I was living in a Communist country. I had so many questions that even my parents couldn’t always answer.”

Maya’s interest in international affairs began when she was quite young. Growing up the child of highly educated parents, Maya attended an English

language school where she learned to speak the language fluently. Her father, who traveled extensively, had many foreign colleagues who would visit the Georgieva home. Young Maya took every chance she could to interact with them, drinking in their languages and cultures, satisfying her burgeoning interest in meeting people from diverse backgrounds.

As a teenager, Maya found that being bilingual opened up unusual employment opportunities as well.

“Right after high school, I had the opportunity to work with Peace Corps volunteers on various projects in my community,” she says. “That experience was very influential in my decision to study at an American university.”

Once that decision was made, however, it would be many months before Maya was able to travel to the United States. With Bulgaria’s economy in transition, Maya’s parents would not be able to finance her education, but determined to overcome any obstacles in her way, she set out to take and pass every exam that would qualify her for scholar-

ships. And, she spent hours researching colleges that would fit her educational criteria: a strong international studies program and a community of international students. Finally, after over a year of preparation, Maya arrived in the States in the fall of 2000, and started classes at The College of New Rochelle.

During the next four years, Maya began to realize her dream of spreading awareness of the need for children’s rights around the world. Working with School of Arts & Sciences History Professor Anne McKernan on the School’s Human Rights Title VI Project, Maya helped to make others in the College Community conscious and responsive to human rights issues, an endeavor that resulted in human rights courses being added to the College’s curriculum. An internship at the US Fund for UNICEF gave Maya the opportunity to bring the United Nations Convention of the Rights of the Child (UNCRC) – a document created to ensure that children around the world will grow and develop to their fullest potential – to the attention of



CHRISTY MOREJON Graduate School

The subjects of the photo are a study in diversity: two senior citizens, five Koreans, and six Caucasians, one of whom is a special needs adult. “So what’s the big deal?” you might ask. In a society that daily becomes more culturally and racially diverse, where images of people of different colors and background are commonplace, what’s so different about this photo? This is not just any photo – it’s Christy Morejon’s family portrait.

“They say a picture is worth a thousand words.” Christy laughs. “My parents had six biological children of their own, I’m one of five that are Korean adopted, and my brother Tom has Down Syndrome. We were quite the oddity in the neighborhood.”

The unique brood was not the result of a simple yearning

Like so many of her fellow adult students, Christy faced the difficulties inherent in attending school while raising a family, although she credits her supportive husband and the strong work ethic instilled in her by her parents for helping to see her through the semesters of mounting work.

“At a very early age I had this curiosity about a world I knew so little of, but it was difficult, because I was living in a Communist country. I had so many questions that even my parents couldn’t always answer.”

new audiences of students on and beyond CNR.

Through her research, Maya found that the American public lacked awareness of the goals of the Convention, a problem that has contributed to the fact that the US has not ratified the CRC – a situation Maya vowed to correct by developing a number of materials for spreading awareness of CRC in the US, explaining its goals and the effect it will have on the lives of American children. Empowered and inspired by the response to her work, Maya devoted even more time to the cause, eventually proposing a youth campaign to introduce students from across the country to the Convention for the betterment of their communities’ children.

“Working on that project,” she says, “was inspirational and a true affirmation that individuals should strive to make a

difference in their own lives and in the lives of others.”

So, what does the future hold for Maya Georgieva, the soft-spoken activist, that little girl with unquenchable curiosity and pockets full of chalk?

Fall 2004 will find her in graduate school at Columbia University’s School of International & Public Affairs, exploring new ways to advance the causes of human rights and a global community dedicated to peace.

Reflecting on her childhood dreams, Maya says: “I’m older and wiser now, and I know the world is not the simple place I once thought it was. But my passion has not changed and my desire to help the children burns just as bright, for they are our future. They are the ones who will transform our world for the better.” ■



for an incredibly large family, but the product of her mother’s desire to form her own ministry. Shortly after marrying, her parents became Christians, and Christy’s father eventually went into Christian radio. Seeking a ministry of her own, Christy’s mother was intrigued by an article she read about an Oregon farmer who was planning to establish an orphanage in post-war Korea (known to this day as Holt International).

“So that became her thing,” says Christy, “Mom believed that every child should have a home, so she decided to adopt some Korean children.”

Raised in Sacramento, California, Christy and her siblings would take turns traveling east with their father each summer as part of Christian bible conferences. On one such trip to New York, 16-year-old Christy met her future husband Luis, a handsome 21-year-old Cuban immigrant who had converted to Christianity after listening to her father’s radio broadcasts. Two years later, after a long-distance courtship, they married and settled in New York.

Honoring her parents’ only stipulation – that she finish at least her associate’s degree – Christy enrolled in Westchester Community College where she earned a fine arts degree.

“I knew I wanted to be an artist at some point in my life, but at that time, I just wanted to be a mom,” she says. “Once I started,” she laughs, “it was like a baby boom. At 20, I had my son, and within eight years, I had all five of my kids.”

For 13 years, Christy was a stay-at-home mom, home schooling all five of her children through the first grade. After her youngest, now age 12, entered school, Christy was ap-

proached by the administration to work in their daycare center. A year later, the school’s art teacher left, and Christy stepped into the position which she held for three and a half years.

“Wow, the whole idea of having a career, of teaching art, was so exciting,” says Christy. “It was at that time that I began thinking about going back to school, knowing that I would eventually need to be certified. I enrolled in the School of New Resources, and it all just snowballed from there.”

Like so many of her fellow adult students, Christy faced the difficulties inherent in attending school while raising a family, although she credits her supportive husband and the strong work ethic instilled in her by her parents for helping to see her through the semesters of mounting work. And, she says, when comparing the challenge of term papers and exams against that of parenting, “parenting is a lot harder. I knew if I could do that, I could do anything.”

According to the teacher-turned-student, once she earned her bachelor’s, “graduate school just naturally followed, because I just loved school so much.”

Now a graduate assistant at CNR about to receive her master’s degree, Christy’s art – mixed media inspired by her personal history – has been exhibited in the campus galleries several times.

On the brink of realizing her personal dream, Christy, a woman defined by her deep faith, devotion to family, and personal creativity, has developed her own theory on what defines the adult learner.

“It’s not so much intellect, although you do have to have a certain amount of intelligence,” she says. “It’s perseverance. There’s a certain type of person that just keeps on going, never quits, plows through from one step to the next, always keeping an eye on a personal goal.” ■

SELINA RAHMAN

School of Nursing

Selina Rahman simply cannot contain her excitement. A native of Bangladesh, she is a striking woman with long dark hair, even darker, wildly expressive eyes, and a smile that grows ever brighter as she talks about her pride in achieving her dream of earning a nursing degree – and of being able finally to share that accomplishment with the person who has always been her greatest supporter – her father.

“All the time I was in college, I didn’t tell my dad,” she says. “I wanted to surprise him. It was to be my gift for him, a huge gift.”

As a child in Bangladesh, Selina was less than enthusiastic about her studies, and others in her family worried that she would never finish high school, let alone college. But her father never lost faith in his unconventional young daughter.

One day last December, Selina, now a married woman and mother of two living in the United States, gave her father the special gift she had been hiding.

“I called my dad and said, ‘I did it.’”
“Did what?”

“I got a bachelor’s degree, Pa. I got a bachelor’s degree in nursing.”

“He was so happy for me. And he knew this was what I had always wanted.”

Although, at first, she didn’t equate her desire to help others with nursing, when the “disguise game” – a dress-up festivity much like Halloween – came around each year, Selina would don a nurse’s uniform, often winning a prize for her costume.

“As a little girl playing nurse, I never thought ‘I’d like to be that one day,’” she says, “but I guess there was something inside of me. I always loved stories

about Mother Theresa, and I just wanted to help other people.”

Recognizing her calling some time later, Selina became a woman with her eye on a grander prize – a nursing career *and* college degree. But, the road she would travel to win that prize would be marked by more than a few detours.

An arranged marriage at age 18 to a man her parents knew and respected led her to the United States. Selina, who had not yet completed high school, planned to continue her education, but just one year later, their first child, a daughter, was born, followed a few years later by the birth of their son. Unable to imagine attending school while raising toddlers, she decided to take the exam for a GED.

“Just like that, without any preparation at all, I went for it,” she says. “I thought, let me just try and see what happens. And I passed!”

Unsure of what field she would pursue, Selina took courses at various colleges, but none seemed to be the “fit” she sought. Feeling that a degree was perhaps just a dream in the much too distant future, she quickly became discouraged. Then, at a neighbor’s suggestion, she enrolled in CNR’s School of

Nursing and found the environment she had been seeking. She began her studies, vowing this time to make it all the way to graduation.

With friends and family far away, she had only her husband to rely on when her schedule became hectic and research papers produced high anxiety.

“My husband was very supportive because he saw something in me – how much I wanted it,” she says. “At night while I was writing papers, he would take care of the kids, and every morning, he took them to school so that I could get a little extra sleep. He was just always there for me.”

On December 17, 2003, a day she remembers with a combination of relief and exhilaration, Selina completed her final semester at the College, and headed home to telephone her dad.

“Getting my degree means so many wonderful things to me and to everyone who loves me,” says Selina. Still her proudest fan, her father was there in May as his daughter marched across the stage of Radio City Music Hall to receive her degree. Beaming, Selina says, “God was really smiling on me this time! I think He is saying, ‘this time let her have her fun.’” ■

“As a little girl playing nurse, I never thought ‘I’d like to be that one day,’ but I guess there was something inside of me.”





EARLIE RICHARDSON School of New Resources

Earlie Richardson has an angel on his shoulder – and one in his pocket. Standing in front of Holy Family Chapel on a frigid December evening, chilled and without a dime to his name, Earlie prayed for Heaven’s help as he faced life as a homeless man trying to get an education.

“When I lowered my eyes, there she was, laying at my feet on the wet sidewalk,” says Earlie, taking the tiny gold angel pin from his pocket and cradling her in his palm. “As I picked her up, I just knew everything would be alright.”

Born in rural North Carolina 58 years ago, Earlie was raised by his emotionally distant father and his stepmother, a woman whose physical abuse would leave him with back injuries that would have a devastating effect on his adult life. Though he began working in the fields at seven years old, Earlie managed to stay in school, becoming the first and only one in his family to ever graduate high school. His father, who had only a second grade education, refused to recognize his son’s accomplishments and belittled his dreams of one day becoming successful. Yet, despite his father’s cold dismissal, Earlie found solace in a growing passion that

“It’s a father’s job to provide for his family. I had two children, so I put art on the back burner – because children can’t eat paintings.”

would, in time, transcend his painful childhood and free his spirit. That passion was painting.

Drafted into the army shortly after graduation, Earlie left his hometown bound for boot camp and Vietnam. At Fort Dix in New Jersey, he and the other recruits prepared to board the plane that would take them to war. As they stood single file at attention, an officer walked the line pointing to every other soldier. Those tagged were sent to Vietnam; the others were assigned to duty elsewhere. In the shadow of an angel’s wings, Earlie Richardson boarded a plane for Europe.

After his discharge from the army, Earlie remained overseas, traveling, painting, and eventually finding success in France and Germany as a heavy-weight boxer – until an epiphany delivered in the fist of an opponent caused him to redirect his life.

“I had honestly never taken a hard punch before,” says Earlie. “When that glove hit me with a force that drove me to my knees, I realized for the first time the kind of pain I’d been inflicting on others. And I vowed never again to intentionally harm another human being.”

A year later, anxious to explore life as an artist, Earlie returned to the States and under the GI Bill, enrolled in New York’s Art Students’ League. Foregoing the degree program so that he could “do nothing but art,” Earlie studied under some of the most prestigious teachers in the field, all of whom were impressed with his natural talent, with one professor dubbing him the “Black Picasso.”

From anatomy to abstracts to murals, Earlie’s brushes were rarely still. Outside the classroom, he took odd jobs as an illustrator with well-known catalog companies and Madison Avenue advertising firms. In less than ten years, Earlie had produced thousands of paintings, with his dream being to someday exhibit his work in a legitimate gallery.

However, a first marriage and a son with learning disabilities forced the emerging artist to put his painting on hold in favor of a postal job with a

steady paycheck and family benefits. A divorce, second marriage, and another baby on the way made his dream ever more distant.

“It’s a father’s job to provide for his family,” says Earlie. “I had two children, so I put art on the back burner – because children can’t eat paintings.”

Then, in the years that followed, Earlie’s life took a number of heartbreaking turns. Just months after losing his brother and two nephews in a fatal car accident, Earlie’s second wife, Margo, died suddenly, leaving him with a seven-year-old daughter, Kyla, to raise alone. As she matured, Earlie was both father and mother to Kyla, now a proud young college graduate.

Several years after Margo’s death, Earlie was diagnosed with a degenerative spinal ailment traced back to the abuse he suffered as a child. In constant pain, he was forced to leave his job. Unemployed and with Kyla away in college, Earlie quickly depleted his life’s savings and put his paintings – “the record of my life” – into storage before eventually losing his home and moving into a shelter.

Ever the optimist, Earlie saw what most would consider a tragedy as an opportunity for healing and growth. “I was always the caregiver,” he says, “but now it was time for me to accept help from others.”

Today, he works toward the degree that he believes will allow him to reclaim his independence. When that day comes, Earlie says, he will rescue his paintings from storage and “just once before I die, see my work displayed on the walls of a gallery.

“In a way, the whole situation has been a blessing,” he says with a smile. “When God opens a new door, you can’t do anything but walk through and see where He’s taking you.” ■

A 2004 graduate of the School of New Resources, Irene Villaverde is Associate Editor of Quarterly.

At Our Heart:

From the beginning, the College was the setting for something different. It offered the opportunity for higher education to young women and the example of women as leaders.



In 1968, the first significant group of Black young women was recruited in the City of New Rochelle and joined the student body of the School of Arts & Sciences.



Today, when almost every college or university welcomes and even seeks adult students, let us not forget that The College of New Rochelle was truly one of the pioneers in this field.

Diversity

WHAT DOES DIVERSITY MEAN? In 1904, The College of New Rochelle was founded as a college for Catholics, in a country that, at the end of the nineteenth and beginning of twentieth centuries, seemed very Protestant, and even very anti-Catholic. So, the College was conspicuously different, not part of the mainstream. Here is one measure of diversity.

The College was established for women, in a country where women were still expected to remain silent about public issues

in public places, where women who spoke out on public matters were seen as not quite respectable, and where women did not even have a right to vote. In 1904, the cult of the “manly” dominated our literature, our politics, and our foreign policy. The institution builders, the “giants” of the America of the Gilded Age and of the early twentieth century, were all men.

But at The College of New Rochelle, Ursuline women religious, women after all, were the institution builders. So from

the beginning, the College again was the setting for something different. It offered the opportunity for higher education to young women and the example of women as leaders.

Diversity also meant that, from the earliest days, non-Catholics were part of a Catholic college. The 1906 catalogue declared that “while standing for the higher education of Catholic women, [the College] welcomes all others.” This has continued to be true. Today, the students, faculty, and staff of the College reflect a broad variety of religious traditions. Catholics no longer make up a majority of the College Community.

One of the principles of Ursuline education and one of the earliest projects of Mother Irene Gill, our founder, was scholarship funding for poorer students. Education was not to be only for the daughters of the wealthier families. The Ursulines and The College of New Rochelle also wanted students from more modest backgrounds, students whose parents or grandparents were immigrants, students who were the first in their families to attend college. This too meant diversity, of a socioeconomic kind. That commitment has continued to the present time with a great variety of scholarships, financial aid, and retention programs offered in all four Schools of the College.

The establishment of the School of New Resources in 1972 brought still another type of diversity to the College. Adults—women and men over 21 years of age—joined the young women of traditional age as undergraduate students. Let us not forget, today, when almost every college or university welcomes and even seeks adult students, that The College of New Rochelle was truly one of the pioneers in this field and continues to be internationally recognized as a model for the education of adult undergraduate students.

But what about racial diversity? Here the record was not as good. In the early years, the College was timid about race and very much culture bound, reflecting wider white American behavior. In the

first decades, Black young women were not accepted out of fear of the reaction by other students and their families. But by the late 1930s and the 1940s, attitudes and policies at the College began to change. As the College became larger, more secure, and better known, the student body was enriched by foreign students. All through the middle decades of the twentieth century, small groups of young women from Europe, Asia, Africa, and South and Central America came to the College. And by the mid-1940s, the first African-American young women began to join the College Community. These young women were only one or two per class, only a few at any one time, but they were at the College steadily from the late 1940s, into the 1950s.

The real change came, however, in the late 1960s. As a result of the Civil Rights Movement, the freedom marches, and especially the murder of Dr. Martin Luther King Jr., the decision was made to take an institutional stand on racial justice and to “change the complexion” of The College of New Rochelle. In 1968, the first significant group of Black young women was recruited in the City of New Rochelle and joined the student body of the School of Arts & Sciences. Since then, racial diversity has been an essential feature of The College of New Rochelle. The establishment in 1972 and subsequent rapid growth of the School of New Resources brought even greater numbers of minority students (adult women and men) to the College.

This achievement of effective racial diversity is quite remarkable in the world of higher education. The College of New Rochelle is one of the so-called Neylan colleges, that is Catholic colleges founded by communities of women religious, like the Ursulines. These colleges, over one hundred institutions across the United States, were mostly founded as women’s colleges and remain heavily, though not exclusively, women’s colleges. The Neylan colleges as a group have been strikingly successful at opening

their doors to minority students and to adult students. And among these colleges, for the past 20 years, The College of New Rochelle has been recognized as one of the leaders.

Diversity at The College of New Rochelle is tied into two other important themes in the history of the College. First, in large part because of the Catholic identity of the College, The College of New Rochelle has been committed to the religious imperative for social justice and the struggle against racism. Over the years, the trend toward diversity in all of its dimensions—ethnic, racial, religious, age, gender, and socioeconomic status—has been driven by this broad religious, and specifically Catholic, value of social justice.

Second, in large part because of its Ursuline heritage, the College has always had a tradition of hospitality—hospitality in its broadest sense: acceptance and welcoming of each person as she or he is; respect for each individual as one of God’s children. Hospitality, understood in this way, has always been fundamental to the Ursuline method of education. And that too means diversity, because this kind of hospitality means that no one should be turned away.

Finally, let me share something that is perhaps obvious. Diversity is the flip side of access. From the beginning, a fundamental mission of The College of New Rochelle has been to provide access to higher education for those overlooked or underserved—Catholics, women, the less affluent, adults, minorities. Access for those on the outside means diversity once the doors are open. Diversity is an important part of the success story of The College of New Rochelle, a part of our history of one hundred years of which we should be especially proud.

Dr. James Schleifer is the Dean of Gill Library and a Professor of History at the College. The author of The College of New Rochelle: An Extraordinary Story, he is currently writing an in-depth history of the College.



BY JUDITH BALFE SNR'89, GS'91 & '97

Bridging a Cultural Divide

I remember a spring afternoon fifteen years ago when a man came into my office at the School of New Resources on the main campus of The College of New Rochelle and announced that he wanted to register for class and that he wanted to speak to the man in charge.

At the time, I was an administrative assistant whose duties included administering the assessment test for those seeking admission to the School. I told him that there was no man in charge, but I would be happy to help him. He told me that he would come back later and speak to the man in charge.

And he did return the next day, and the next, and our conversations were always the same. He wanted to speak to the man in charge.

He told me that he would come back later and speak to the man in charge.

Finally, one afternoon, I asked him to sit down, which he did reluctantly, and I explained that the only man who worked with the campus was on vacation and wouldn't be back for two weeks. Then, I told him that if he really wanted an education, he shouldn't be concerned with who took his information. At long last, he gave in, and the School of New Resources had a new student.

As the weeks went by, I often saw him wandering the halls, until one day he asked me if he could go up to the third floor of the building. When

I asked him why, he indicated the small, rolled-up fabric tucked under his arm and said that he was a Muslim and that he needed a quiet place to pray, a place where he could face east.

I had a large office at the time, and I told him that if he wished, he could use my office to say his daily prayers. He accepted my offer, though I still had the feeling that he would rather have dealt with a male.

From then on, we had a respectful but distant relationship. After he graduated from SNR in 1991, I sometimes wondered about him, what he was doing, and if he had adjusted to American traditions.

In the fall of 2002, I was an adjunct teacher in the School of New Resources teaching "Experience, Learning and Identity," the first core course for SNR students. While taking attendance, I came to a name that was vaguely familiar. Its owner was a small, very pleasant woman, who took the seat next to mine. After class, I asked her if she was related to the man who had been so opposed to my helping him years before. She told me she was his wife.

Over the course of the semester, she blossomed, becoming one of my favorite students. When the students presented their cultural projects, she told us of being born in the rugged and isolated mountains of Afghanistan, of never having seen cars or airplanes, of not even knowing what lights or running water were until she came to the

After he graduated from SNR in 1991, I sometimes wondered about him...

United States as a very young bride.

One evening after class, she told me that when she was young, she had asked her husband if she might go to

I asked her if she was related to the man who had been so opposed to my helping him years before. She told me she was his wife.

school, and he told her to stay home and take care of the children. A few years later, she asked if she could work, and he told her again to stay home and take care of her family. Later, she asked if she could join a gym, and he told her to stay at home and do what women do.

Now her husband has changed, she said, encouraging her to join a gym, get a job if she wants, and to go to college. In fact, he had even brought her to the School of New Resources and helped her fill out the admissions forms. He was, his wife said amused, like "another man."

It made me wonder if the change in her husband had anything to do with the enlightenment that a School of New Resources education so often brings. Maybe this was one more instance of the School of New Resources bridging a cultural divide.

Judith Balfe is currently an adjunct professor and the Director of Marketing and Recruitment for the School of New Resources.

Creativity, Innovation, Celebration: The Future of Women's Colleges



"The women's revolution, we hear, is over. Tell that to the women who take home 77 cents for every male dollar on a good day... who pick strawberries and cabbages through back-breaking, mind-numbing days on end in hot fields, who struggle to raise their children alone while earning a minimum wage, or worse. For most of the world, the revolution has not even begun – and it's not coming anytime soon."

When Patricia McGuire, an accomplished attorney, stepped in as president of Trinity College in Washington, DC, in 1989, the women's college was facing a critical period in its history, and truly in danger of closing. Fifteen years later, she is credited with transforming Trinity into one of today's great suc-

cess stories. During a Centennial convocation held in March, President McGuire spoke on the future of women's colleges, ardently articulating the importance of women's colleges today and outlining strategic steps women's colleges must take to ensure their future. The following are excerpts from her remarks. *(continued on page 16)*



Many members of the College Community took the opportunity to express their appreciation to President McGuire for her wonderful address after the convocation.

What exactly is the women's college of the twenty-first century? Can such an institution persist in a world of homogenized, commoditized, mass market higher education? I think it's particularly appropriate for me to try to answer this question in the middle of the season known as "March Madness," a peculiarly American sociological phenomenon that exposes the persistent gender gap in higher education.

This year, The College of New Rochelle has already won its most important championship! The 100th anniversary of The College of New Rochelle is a triumph of vision, persistence and creativity for the sake of this great mission. This mission has always been one of the most complex in all of higher education, particularly for the women's colleges who also share our Catholic tradition. We who are the stewards of the nation's Catholic women's colleges are the heirs of the legacy of giants, women like St. Angela Merici and Mother Irene Gill and their Ursuline sisters through the years here at New Rochelle; or St. Julie Billiart and Sister Julia McGroarty and the Sisters of Notre Dame who followed

them at Trinity.

Their stories are simply remarkable. In days long before women's liberation, before women could vote, before women could hold property or most positions of authority, these women were powerful leaders in both the spiritual and temporal realms. They created their institutional legacies in times when Catholic women religious were just about the only women who could be founders and owners and presidents and CEO's of schools and hospitals and institutions. As late as 1970, according to statistics compiled by the American Council on Education, only 5 percent of the college and university presidents in the United States were women, but 90 percent of those women were Catholic religious.

Calling the establishment of Catholic women's colleges a tale of "female initiative on a grand scale," the editors of *Catholic Women's Colleges in America* cite this quotation from Rosemary Reuther and Eleanor McLaughlin's *Female Leadership in the Jewish and Christian Traditions*: "Catholic nuns, though they belonged to an extremely patriarchal church... were in some ways

the most liberated women in nineteenth century America.' Their religious vocation allowed them to transcend gender roles considered normative." As a result, they persisted and triumphed in founding institutions of higher education that were gateways for thousands of women, largely the daughters and granddaughters of immigrants, to achieve professional success, economic security, and personal fulfillment.

To a large extent, whether religious or lay, Catholic or not, the founders of the nation's women's colleges generally faced considerable opposition in their effort to establish these institutions. I recall reading in one history of Smith College a passage written by a female physician warning of the inevitable collapse of a woman's nervous system under the rigors of advanced study. At Trinity, our archives include numerous press clippings about the vigorous public opposition to Trinity's founding, led by right-wing clerics who viewed women's education as part of the heresy of "Americanism." Here at New Rochelle, your historian James Schleifer reminds us that skeptical clerics called the effort "Irene's Folly."

The first century of great success in women's education eloquently refuted the original critics, but ironically, as each women's college turns the page on a new century, new skepticism abounds at the intersection of mission and market. Despite the fact that women's colleges produced some of the greatest leaders in a broad span of professional and civic arenas throughout the twentieth century, invidious stereotypes continue to plague us. We who are the stewards of women's colleges today certainly have our share of wakeful moments when we wonder if we can sustain this good work, if we are persisting more because of hubris than common sense.

Imagine a World...

My imagination wanders through the possibilities, thinking about a world without women's colleges.

Imagine a world in which women were denied the opportunity to learn broadly, where millions of women were unable even to read or write, a world where women were disenfranchised, treated as property, denied a separate existence apart from men. That was the world our founders knew just a century ago. That is the world that millions of girls and women inhabit today around the world. A recent UNESCO report indicates that upwards of 65 million girls in our global village are not in school today. Even more alarming, U.N. Secretary General Kofi Annan pointed out in a speech last year that, "There are nearly 900 million illiterates in the world today – and two thirds of them are women."

Imagine a world without female role models to inspire the rising generations. Imagine a world in which women could not aspire to be doctors or lawyers or bankers or physicists because they were not allowed to attend college. That was the condition for almost all women just 100 years ago. Little has changed in large parts of the globe. Imagine a world in which women are expected to do only the most menial manual labor, as migrant farmworkers or trapped in sweatshops or working two and three jobs as maids and custodians without

any hope of advancement. You need not go very far to find such conditions even in the wealthiest nation on earth.

Imagine a world deprived of *Silent Spring* and the environmental intelligence of Rachel Carson; a world without the *Good Earth* and Pearl Buck's Nobel Prize-winning writing; a world without the path-breaking leadership of Frances Perkins, Jeanne Kirkpatrick, Madeleine Albright, Hillary Rodham Clinton, Nancy Pelosi, the first women, respectively, in the Cabinet, UN Ambassador, Secretary of State, elected Senator after serving as First Lady, leader of a major party in Congress. Imagine a world without New Rochelle's own New York State Lieutenant Governor Mary Donohue, or Katherine Hepburn,

Imagine a world without female role models to inspire the rising generations. Imagine a world in which women could not aspire to be doctors or lawyers or bankers or physicists because they were not allowed to attend college. That was the condition for almost all women just 100 years ago.

Ella Grasso, Hanna Holborn Gray – all graduates of women's colleges.

A world deprived of women's colleges would be, quite simply, unimaginable. Our time is not past; our greatest work unfolds each day in each new life we touch and transform through the great work of the faculty and staff who give our mission life, and graduates who infuse the values of this mission in their work with families and schools and hospitals and corporations and communities and countless places throughout the world.

Yes, certain realities have challenged us greatly in recent years. Women's col-

leges were so successful in changing the perceptions of the elite ruling classes about women's capacity for education and work and leadership that we nearly put ourselves out of business. By the middle of the twentieth century, men's colleges and universities saw what the women's colleges had achieved and decided that they wanted those bright, capable women on their own campuses. And, of course, in the 1960s and 1970s, women were more than delighted to flock through the open gates at Harvard and Yale, Georgetown and Fordham, Penn State and UCLA, because that new-found access to the ultimate men's clubs signified equality at long last.

Later on, of course, women would learn that access did not necessarily mean equality of opportunity. Women needed a law, Title IX, to give them true opportunity in higher education. But even with the hassles and scandals of chilly classrooms and abusive locker rooms on coed campuses, there was no turning back. New generations of women accepted coeducation as normative and rejected single-sex education as retrograde, in spite of all evidence to the contrary. "The list" is flaunted endlessly: from a high of nearly 300 women's colleges in 1960, 65 institutions continue to identify themselves as women's colleges today. How many will be on the roster five and ten and twenty years from now?

Skeptics about our future say that what was necessary, essential, indeed, revolutionary in the late nineteenth and early-to-mid twentieth centuries clearly went out of fashion by the end of the twentieth. Women are now the majority throughout higher education. Isn't it true, ask the skeptics, that women no longer need a "Room of One's Own" to unleash their creative powers, their leadership abilities, their self-confidence and potential for genius?

Frankly, no.

Americans have notoriously short attention spans. In the last decade, we've seen a great eagerness to declare important social revolutions to be "so over," "so twentieth century." Civil rights, women's

(continued on page 18)

rights, human rights – such talk seems out of fashion in an age that's more concerned about the future of *Martha Stewart Living* than the history of *Ms. Magazine*. Talk of racial and economic and social justice is condemned as so much 'political correctness.'

The women's revolution, we hear, is over. Tell that to the women who take home 77 cents for every male dollar on a good day. Tell that to the women who clean your hotel rooms, who sew your garments, make your Nikes, who pick your strawberries and cabbages through back-breaking mind-numbing days on end in hot fields, who struggle to raise their children alone while earning a minimum wage, or worse.

For most of the world, the revolution has not even begun – and it's not coming anytime soon.

sure that the power of educated women can continue to influence a society that relentlessly objectifies and demeans women, that still betrays its children by impoverishing their mothers in low-paying jobs and unequal opportunities, that still has too many places where men abuse and degrade women privately and then aren't sure what all the fuss is about when they are found out.

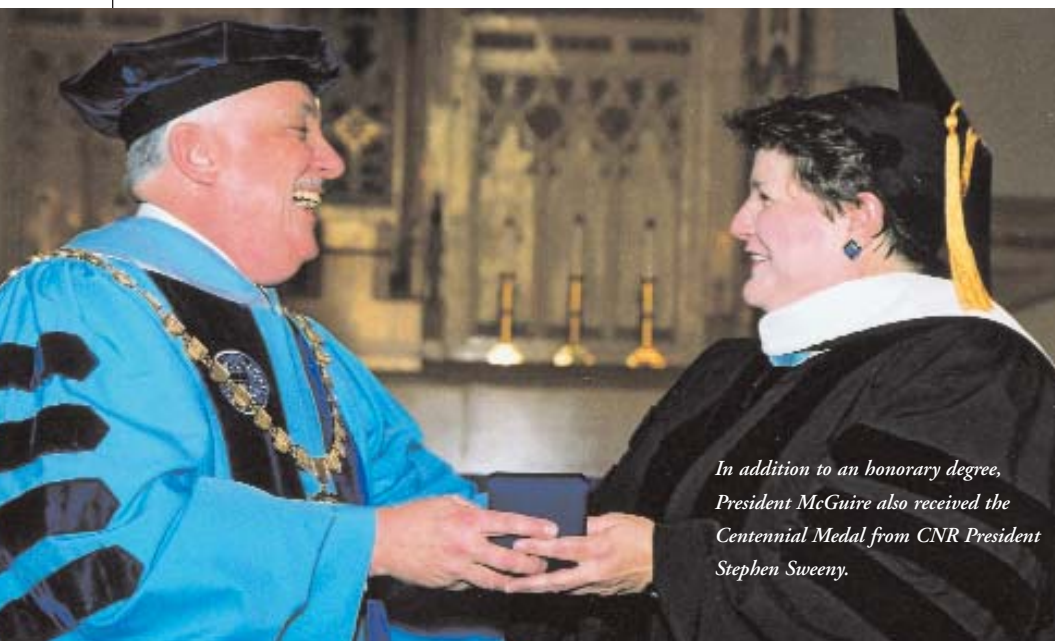
True, there were times in our history when the inherent elitism of historic educational models obscured the fact that our founding impulse was rooted in the idea of justice and human dignity. But the cultural revolution of the postwar years blew away the old social conventions, leading women's colleges to consider the true meaning of our mission. The DNA of Catholic women's colleges, in particular, is entwined with

charism of the founding congregations into the mission of the college.

Having said all of this in defense of women's colleges, however, I must also admit the truth of our current situation: if we think this mission is still worth it, then we must change completely. This is the deeply countercultural paradox of the women's college mission. As CNR President Stephen Sweeny has written in his Centennial message, we are not curators of a museum. We are stewards of the dynamic and transformative force of learning, delivered in a focused way to those who need us the most: women excluded from educational opportunity. That's not different from what we've always done – but, oh, how different we are today and will be even more so in the future.

The countercultural paradox of our mission requires us to embrace the possibilities inherent in making higher education accessible to the millions of women for whom the dream of a college degree is still so elusive. The morality of our mission requires us to ask of ourselves: if we don't offer such women the opportunity of transformation through education, who will? Think of how much more we could achieve in the future if we acted on the U.N. International Women's Day challenge to worldwide women educators to take a lead in educating the daughters of the world. Secretary General Annan makes the case this way: "We know from study after study that there is no tool for development more effective than the education of girls and women."

There's a price to be paid, of course, for embracing the essence of our mission as places of access for excluded women. The countercultural paradox requires us to leave behind our old notions of elitism in access as a surrogate for academic quality; to stop shrinking inside when our alumnae ask us, "But what about SAT scores?"; to part company with that intransigent impulse of regret pinching our hearts when somebody mentions the *U.S. News* rankings. There's no place in *U.S. News* that measures how well a college lives up to the moral imperative of its mission; how many lives transformed,



In addition to an honorary degree, President McGuire also received the Centennial Medal from CNR President Stephen Sweeny.

Looking Toward the Future

What does all of this have to do with the future of women's colleges?

Women's colleges are the witnesses, the memory, the voice of women's intellectual freedom and liberation. In an educational marketplace that exalts super-sized, homogenized credentialing machines, we need women's colleges as places that continue to give meaning to the ideals of justice and equality through the careful, attentive education of each person. We need women's colleges to en-

the Gospel imperative of social justice. In her essay "Faith, Knowledge and Gender" in *Catholic Women's Colleges in America*, former Smith College President Jill Ker Conway notes that "The conventional perception of Catholic women's institutions as backward-looking agents for fostering middle-class ideals of gentility overlooks their striking capacity to institutionalize ideals of social justice left out or ignored within the larger higher educational system," largely as a result of the infusion of the

how many families made more secure by the greater earning capacity of the mother, how many children persisting in school because they saw Mom working so hard to earn her college degree; how many school children educated more fully, clients served better, patients saved, readers enlightened, corporations transformed, communities and cities and nations improved because of the relentless quest of our graduates to live out the expectations of this mission with passion, with excellence, and with conviction.

The countercultural paradox of our mission requires us to become better advocates for the absolute rightness of educational access for underserved women, without apology. We can start at home. As I study census and demographic data and data on who attends college, I continue to be struck by the very large gap in levels of educational attainment for all Americans. In fact, there's no shortage of women in this country who could and should attend women's colleges in the future. They are women who have been radically underserved by education in the past: low income white women, African American, Latina, Asian and immigrant women from all backgrounds. We made it possible for the daughters and granddaughters of our old markets to graduate from Harvard; shouldn't we be doing the same for the daughters and granddaughters of new markets of women previously excluded from higher learning?

Last week, there was a flurry of news stories about the fact that by the Year 2050, Caucasians will no longer be the majority in this nation. But this is old news. In particular, the rapid increase in the Hispanic population, and continued growth in the African American population, will be a significant challenge for all institutions of higher learning. The Educational Testing Service has already predicted that 80 percent of the nearly 3 million student increase in collegiate enrollment to the year 2010 will be among Black and Hispanic students. The nation's women's colleges have an astounding leadership opportunity to ensure the education and advancement of great women leaders for the future



The College of New Rochelle was among the first of the nation's women's colleges to recognize that our historic mission could only make sense going forward if we understood women's education as broadly inclusive, as a gateway for the transformation of entire families through the education of people from all social classes and life conditions.

from among these rising populations of women of color.

The College of New Rochelle was among the first of the nation's women's colleges to recognize that our historic mission could only make sense going forward if we understood women's education as broadly inclusive, as a gateway for the transformation of entire families through the education of people from all social classes and life conditions.

In her comments in *Catholic Women's Colleges in America*, Jill Ker Conway recognized The College of New Rochelle as one of her exemplars of the 'special genius' of Catholic institutions founded by women religious "to find and serve important late twentieth century constituencies..."

A Strategic Plan

Our stewardship to our founders, our graduates and the students who will be here in generations to come requires

that we take the actions necessary to ensure the vitality, quality and durability of our institutions for the future. These actions may differ from institution to institution, depending upon geography and history and resources and the charism of the founding congregation where one exists. I predict, however, that many if not most women's colleges will, of necessity, pursue these strategic actions going forward:

First, women's colleges will illuminate more clearly the core values of woman-centered education in justice, equality, freedom, and human dignity; if this be 'political correctness' then let's be guilty, that's our countercultural paradox!

Women's colleges will be voices and advocates for those values not just within our own institutions, but for women and people throughout the world. Women's colleges cannot be afraid to

(continued on page 20)



Board of Trustee Chair Jean-Baptiste Nicholson, OSU (left), and CNR President Stephen Sweeny speak with Patricia McGuire prior to the convocation.

use the bully pulpit of our privileged places to speak out on behalf of those who cannot. We must and will be places that offer solutions and actions for the worldwide problem of education for women and girls, summarized in the 2003 UNESCO Global Monitoring Report: "In no society do women yet enjoy the same opportunities as men... The continuing prevalence of educational inequality is a major infringement of the rights of women and girls, and it is also an important impediment to social and economic development."

Women's colleges will, increasingly, become models of access both domestically and internationally, and in this regard, we will build-out our technological capacity so that we can reach those future students who cannot travel to our campuses. We will create models for online learning that also deliver our characteristic careful attention to each student's growth and needs.

Women's colleges will be more affirmative about the ethic and culture of opportunity and student success that characterizes our learning enterprises; in particular, we will promote even more vigorous women's leadership programs for our new

Reinforcing the Value of a Woman-Centered Education

When Barbara Wismer McManus first arrived at CNR in 1960, she was so timid, she said, she had to be encouraged to speak up in class, yet by the time she graduated in 1964, she had developed a tremendous sense of competence and confidence. It was that sense of competence and confidence that gave Barbara the determination to go on to graduate school at Harvard University, eventually earning her doctorate from Harvard, despite the fact that while there she did not see a single female faculty member and experienced constant reminders of her second-class status. Since that time, Barbara's academic career has encompassed more than 30 years teaching classics at CNR, the publication of several books, and service on a variety of professional classical associations.

It was with this example that moderator Barbara McManus, Professor Emerita of Classics at CNR, reinforced the importance of a women's college education, as she opened a colloquy at the College in late March. Charged with examining the role and place of women's col-

leges in today's changed intellectual and educational landscape, the panel of outstanding leaders of women's colleges, included Mary Pat Seurkamp, President of the College of Notre Dame of Maryland, Lisa Marsh Ryerson, President of Wells College, and Daniel Cheever Jr., President of Simmons College.

Focusing on the role of Catholic colleges in higher education historically,



Above: Colloquy participants (from left) Lisa Marsh Ryerson of Wells College, Mary Pat Seurkamp of the College of Notre Dame of Maryland, Barbara McManus of CNR, and Daniel Cheever Jr. of Simmons College with CNR President Stephen Sweeny (center).

Right: Notre Dame of Maryland President Mary Pat Seurkamp responds to a question from the audience.

Mary Pat Seurkamp outlined what she viewed as the four essential elements of Catholic women's colleges – access, academic quality, serving the underserved populations, and the role of faith and service – elements, she said, that remain essential today.

"The academic quality of these early colleges has always been called into question," she said. "And the way that Catholic women's colleges have been so easily dismissed by scholars, it would be easy to assume that the curricula and the faculties of these early colleges were



populations for whom the idea of public leadership is so urgent. We will enhance our tradition of rigor and excellence through demonstrating ever more pointedly the success of our mission among women from vastly different backgrounds.

And, finally, women's colleges will throw off the stifling armor of "single-sex" language and attitudes, a posture that persists in keeping us isolated and exclusive, an outmoded existence that cannot exist online, at worksites, and in all of the places that we need to be in order to deliver our educational programs. Women's colleges today are woman-centered places of learning that cannot be anti-male, afraid of men, or unwilling to include men who share our sense of mission and who can benefit from our programs.

We must stop allowing ourselves to be defined by absence; we need to be defined by action. Let's retire the phrase "going coed" as a relic of that old exclusive, isolated past.

Remember that infamous list of 300, now 65? Let's burn that list of who's in and who's out of the women's college world. Many of us who proudly call ourselves women's colleges

today are, in fact, comprehensive universities with a broad range of programs that serve students who need us, male as well as female, young and old, in liberal arts and professional programs. Our woman-centered mission is not defined by excluding men, but by serving women's needs affirmatively. Let's join in solidarity with all like-minded sister institutions! Let's get our Women's College Coalition to abolish the litmus test that determines who may be in the club – it's in the way of real transformation.

In short, twenty-first century women's colleges will move strategically with a spirit of creativity, innovation, and celebration for all the good that we do. We'll take a page from the instructions of St. Angela Merici: "If with change of times and circumstances, it becomes necessary to make fresh rules, or to alter anything, then do it with prudence, after taking good advice."

We will do what it takes to flourish, because we know, as The College of New Rochelle has demonstrated to the world for 100 years, that to learn in a place such as this is to acquire "Wisdom for Life."

perhaps minimally adequate, not on par with their secular counterparts. And, it would be easy to think that these colleges offered a curriculum that supported a traditional role of women. Nothing could be further from the truth. Scholars of women's education document the strength of educational programs at these colleges.... These colleges stressed an education that developed leaders in American society, including the professions."

Applauding the women religious who founded many of the Catholic women's colleges that remain today, she spoke of their shared heritage. "Their commitment to the education of women at a time when this held little value, represented a tremendous act of courage, vision, and risk taking."

Responding to the question of why a women's college today, Lisa Marsh Ryerson countered with another question. "Is a young woman today, when she's putting together a list of college choices ever asked, 'why is X college, a coed college, on your list?' But our students are always asked to defend their choices when they choose to attend a women's college."

Going on to outline the well-documented outcomes of a women-centered education, she said, "At women's col-

leges, we focus on the fact that learning is a lifetime endeavor. So we unlock the tools for learning, certainly, through specific disciplines, and that notion that you need to acquire both depth and breadth in learning. But it is this overarching concept that you will be a lifetime learner that happens on each and every one of our campuses. That's why it's important to consider women's education today."

And at a time when, says Lisa Marsh Ryerson, the playing field is still not even, women's colleges perform an even more vital role. "...Women's colleges have always taken the lead in what I call experiential learning, connecting classroom learning with the world of work. We have promoted the advancement of women and know that our graduates are educated not just for the sake of education, which is valuable, but also to work in the world..."

"At a women's college, you know that you're attending a place that by total design has been engineered for a woman's success. What a great gift to a woman learner of any age, to attend a college or a university environment that has been uniquely designed to support your success."

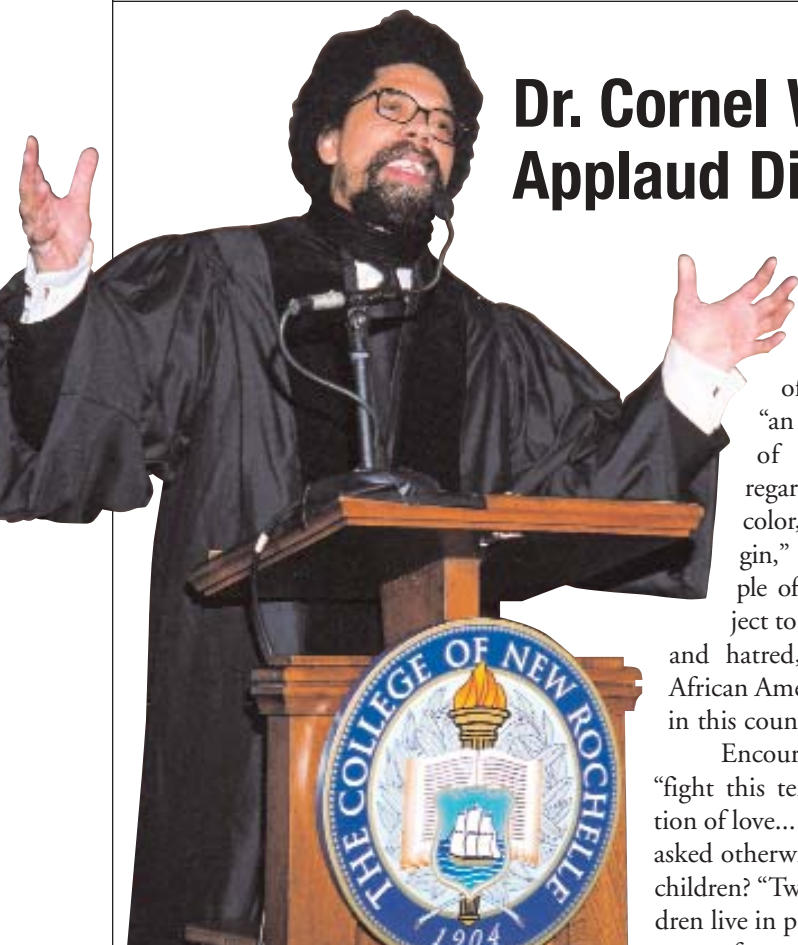
So what should women's college do to remain vital in the twenty-first century?

Appointed to address that question, Daniel Cheever Jr. offered three areas of focus – academic quality, establishing educational value, and communicating the special qualities of a woman-centered institution.

"Women's colleges will thrive if they can establish the value received by students for the educational investment made by students," he said. "That is, women's colleges need to answer the question: will my investment of four years of my life and \$50,000 or \$100,000 or more produce a worthwhile result for me? That's a tough question. And our answer needs to rest on good data. That investment will need to be measured by more than statements of good intention, such as 'you will become a well-educated woman' or 'the liberal arts and sciences are important for critical thinking.' We need to prove that our graduates get good jobs at good salaries, that they have successful careers and rise over time to leadership roles in their professions, that they become contributing, respected members of their communities, and that they believe they have received tangible benefits as a result of having invested in a women's college."

— Lenore Carpinelli

Dr. Cornel West Welcomed to Applaud Diversity of CNR Community



Describing September 11 as a pivotal moment in the history of the United States, as “an attack on all the people of this country without regard to race, religion, age, color, or creed, or national origin,” Dr. West said, “the people of this country were subject to acts of random violence and hatred,” something, he said, African Americans have experienced in this country for 244 years.

Encouraging those gathered to “fight this terror with the ammunition of love... to love one another,” he asked otherwise what happens to our children? “Twenty percent of our children live in poverty... Forty-two percent of our red children live on

Reservations and only eighteen percent have telephones... Forty percent are brown people, who live in barrios, locked in ghettos and hoods... Twenty-one percent of American children now say they suffer depression.”

Proclaiming the College as a “force for good, not just in New Rochelle, but also in Harlem and Brooklyn, where people are often overlooked,” he saluted the legacy of the Ursulines, closing with “if the Kingdom of God is within you then everywhere you go, you should leave a little of heaven behind.”

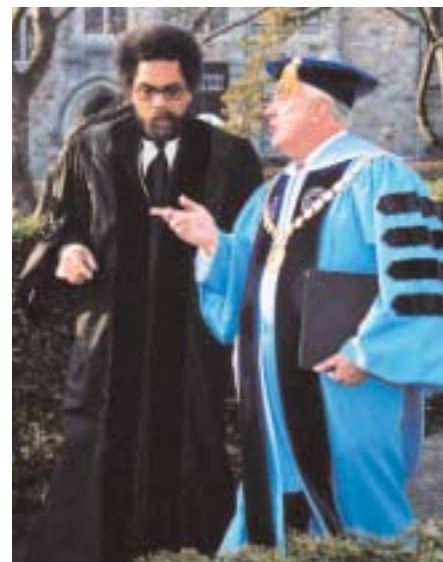
In recognition of Dr. West’s life “so generously engaged in responding to society’s aching need for justice and equity,” following his address, CNR President Stephen Sweeny conferred an honorary degree on Dr. West, describing him as “one of America’s most authentic, brilliant, prophetic, and healing voices.”

Dr. West then went on to generously give more of his time to The College of New Rochelle Community. For more than an hour following the convocation, he graciously signed autographs and spoke with students, faculty, and alumnae/i – individuals who collectively represent the rich diversity of CNR today, diversity that in the words of Gill Library Dean and College historian Dr. James Schleifer, “is an important part of the success story of The College of New Rochelle, a part of our history of one hundred years of which we should be especially proud.”

— Lenore Carpinelli

What does it mean to be a community drawn from diversity – diversity of race, class, religion, gender, and much more? The answer was the subject of the third in a series of six Centennial academic convocations held at the College this year. Entitled “At Our Heart: Diversity,” the convocation in February featured one of the country’s most prominent public intellectuals, Dr. Cornel West. Currently the Class of 1942 University Professor of Religion at Princeton University, Dr. West has prodded and provoked the conscience of America for nearly two decades to recognize the supreme value of human diversity.

The hundreds of faculty, staff, students, and alumnae/i that filled Holy Family Chapel and the Castle Parlors to hear Dr. West’s electrifying address, which combined theology, scholarship, and activism, were indeed prodded and provoked as he asked them to consider the type of person they are when they “take off the mask,” encouraging them to examine themselves, their work, their society, their civilization.



Dr. Cornel West addresses an overflowing crowd in Holy Family Chapel (top left); walks across campus with CNR President Stephen Sweeny (top right) and poses with students at the reception in Maura Ballroom (bottom right).

Painting Celebrating Diversity Unveiled



Artist Laura James and CNR President Stephen Sweeny unveil the painting as an enthusiastic audience looks on.



A visible illustration of the College's long imperative of building community out of diversity, *CNR, Love One Another*, a painting by Laura James, was proudly unveiled by CNR President Stephen Sweeny before an audience of faculty, staff, and students gathered in Gill Library Alumnae/i Reading Room in late February. Crafted in Ms. James' traditional style of using iconography taken from Ethiopian Christian art, the painting features 400 diverse men and women in a brightly colored and beautifully intricate pattern.

After applauding Laura James, a self-taught artist of Antiguan heritage, for her magnificent artistic endeavor on behalf of the College, Dr. Sweeny went on to recognize Brother Tyrone Davis, CFC, Executive Director of the Office of Black Ministry for the Archdiocese of New York (*pictured above second from right*), for introducing the College to Ms. James and her wonderful work. In gratitude, Dr. Sweeny then presented both Ms. James and Brother Tyrone with the College's Centennial Medal, created especially for the College's 100th anniversary to symbolize a special association between the recipient and the College.

— Lenore Carpinelli

Neighborhood Association Commemorates Partnership



Recognizing the long-standing partnership between the College and the Residence Park Neighborhood Association, Lisa Davis (*left*) and Bill Mullen (*right*), officers in the Association, recently presented CNR President Stephen Sweeny with a commemorative photo collage of the neighborhood homes and college buildings placed around a historical map of Residence Park to mark the College's 100th anniversary.

Sally Niles Leonard '51 Recognized



During the alumnae luncheon in Palm Beach this winter, CNR President Stephen Sweeny surprised Sally Niles Leonard '51 by presenting her with the Centennial Medal. Crafted of silvered brass, the Medal was created especially for the College's 100th anniversary to symbolize a special association between the recipient and the College.



ALUMNAE



At the wedding of Audrey Pistilli '61 and Anthony Grieco are Ursulines (from left): Mother Marie Celine Miranda, Mother Kevin Desmond, Mother Therese Charles, unknown, Mother Celeste Shaughnessy, Mother Anne Marie Quilty, Mother Thomas Aquinas O'Reilly, and Mother Dorothy Ann Kelly.

Picture a family [during the Great Depression] evicted from their home with a bankrupt business and little money, picking themselves up by their bootstraps, moving into an apartment over a Chinese laundry, and parents having to do factory work, yet permitting me to go to college!

I was encouraged by my high school teachers, an annual \$400 CNR full tuition scholarship, and CNR's wonderful, caring Mothers and Sisters. Books, train fare, clothes, etc. were paid for by weekend and holiday jobs... tutoring, translating, or cashiering in Loft's candy stores in NYC....

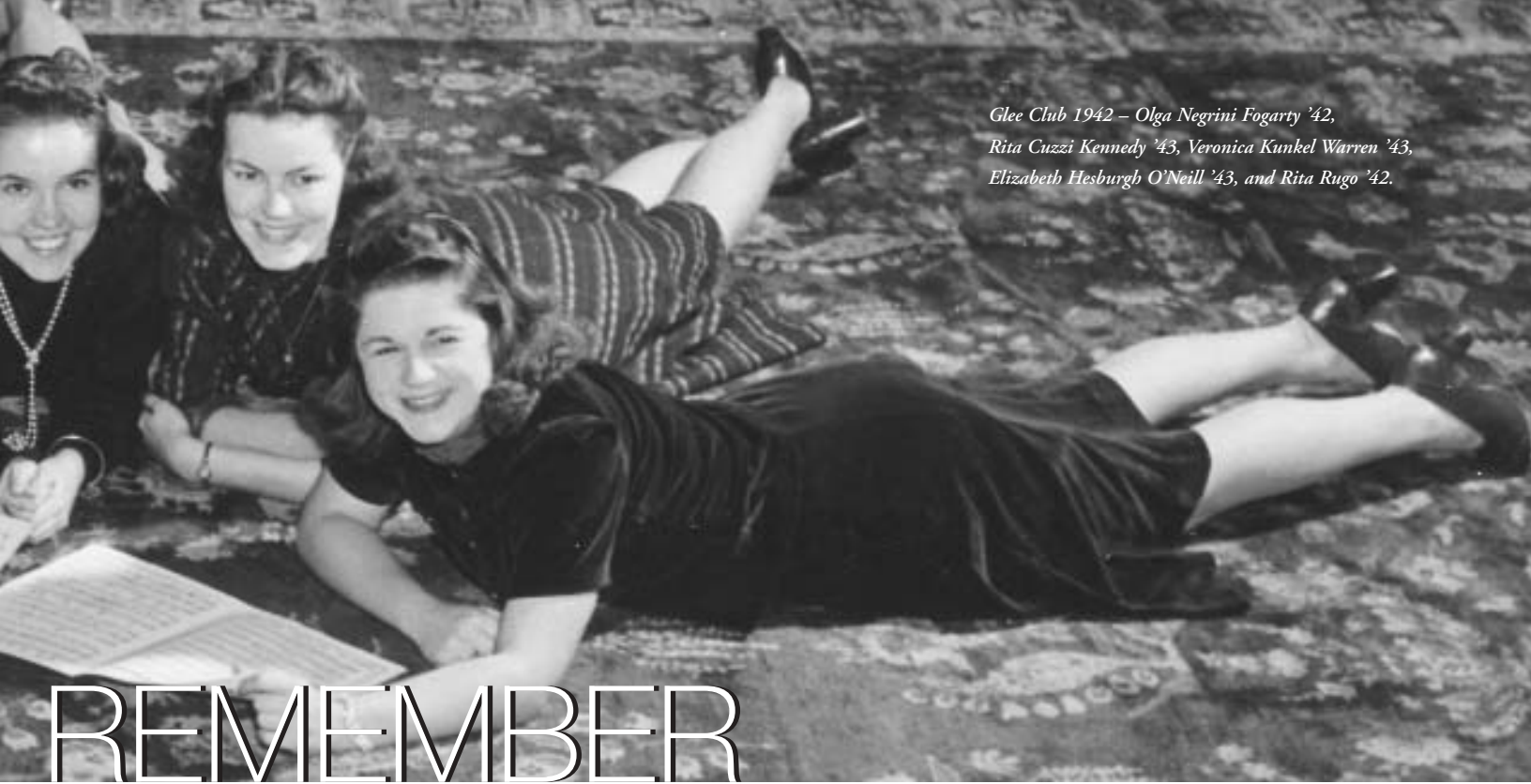
I remember my Junior Sister, Madeleine Weldon, who was assigned to me and two others as part of CNR's indoctrination program for freshmen. I remember going to Mass in my cap and gown and one morality talk by Father White who said, 'If anyone still thinks babies come out of belly buttons, see me immediately.'

The values I was taught at CNR guided me forever after, through 55 wonderful years of a loving marriage, even though the five WWII years in the Army were tough on us emotionally and otherwise. The teachers at CNR provided me with the background and inspiration to believe in myself and, with the help of our Blessed Lord, to accomplish whatever I set out to do.

I graduated as the first woman MBA of Iona College, retired in 1980 as advertising manager of a Fortune 500 company, and am now an active volunteer at 85. I shall always be grateful to CNR for the superior groundwork for life, which I have tried to pass on to my son and to my grandchildren.

Helen Wasson LoFaro '39

In 1992, when I began the undergraduate program in the School of Nursing, I knew much about CNR



Glee Club 1942 – Olga Negrini Fogarty '42, Rita Cuzzi Kennedy '43, Veronica Kunkel Warren '43, Elizabeth Hesburgh O'Neill '43, and Rita Rugo '42.

REMEMBER



At Strawfest 1984 (from left) Nancy Colihan Edwards SAS'85, Kathy Hannon SN'85, Maria Posella-Behling SAS'86, Diana Minotti Mitrano SAS'86, and Renee Benevento Powell SN'86.

from my mother, Caroline Pagnucco Meskers '52. She and my father were thrilled when I decided to pursue a nursing career and to attend CNR. Unfortunately, my father died just prior to my entering the program.

As I acclimated myself on campus, I recalled the CNR memories my mother had shared with me. My dad was a Navy man, and they had dated during her undergraduate years. She told me of formal dances held in Maura Ballroom, and when I first stepped inside the Ballroom, I closed my eyes, and my

mother's memories became my own. I could see my father as a handsome young man dressed in his military uniform dancing around Maura with a proud young woman in his arms.

When I thought of my mother's life from the perspective of her undergraduate years at CNR, I realized that she became the successful woman she is today thanks in part to the rich heritage of those who came before her at CNR. All those women who experienced the magic of Maura Ballroom and the educational opportunities at CNR paved the way for students like me.

Though I never danced in Maura Ballroom, I achieved my dreams thanks to a wonderfully supportive faculty who helped me to become a well educated and confident woman. I am now pursuing my master's degree, and returning to campus has felt like returning back home.

Mary Plitsas Hesdorffer SN'95

I have many fond memories of SNR, mostly related to the love and support I received from faculty, staff, and fellow students. At SNR, I made many lifelong friends. After graduation, I attended the Graduate School thanks to Elza Dinwiddie-Boyd, my mentor and a



At the first Commencement of the School of New Resources in 1973: Lee Elliot Brown and Mary Clary.

wonderful friend, received my degree in Career Development, and went on to teach at the New York Theological Seminary Campus for several semesters. I was very proud, going from student to teacher and sharing the education I had received at SNR, as well as the confidence and sense of caring.

However, my fondest memory is that of graduation day in 1989, walking across the stage on our beautiful campus, sharing the day with so many people I had come to love and respect. It took me almost nine years to graduate because I went part-time, but every moment was worth it when I finally held that degree in my hand.

Zina McCann SNR'89, GS'92

A Life Arching the Twentieth Century

*Root to toot, Root to toot
We're the girls from the Institute...*



Margaret O'Connor McConnell at graduation in 1927 and today at the age of 98 (top right).

Margaret O'Connor McConnell '27 is singing as she steps in her walker on her way out of her retirement home in South Miami, Florida. At 98 this February, Margaret is just about to turn a century herself. Though she may not be the oldest living graduate of CNR, Peggy McConnell is certainly one of the most colorful witnesses of the scope and pace of the last hundred years.

With her sister, Agnes O'Connor Soucek '23, she watched Charles Lindbergh take off from Long Island in the *Spirit of Saint Louis*. She ate her first *Caesar salad* when a Tijuana restaurant owner presented her with his "new idea" in 1934. She hobnobbed with movie stars of the mid-century when her husband Malcolm McConnell owned a popular marina in Miami. And she sailed around the world twice, preferring journeys on cargo ships where a dozen passengers could become fast friends and linger in distant ports for weeks.

Peggy McConnell is a woman of many layers. A passionate sailor, Peggy was also, at various times in her life, a gifted painter, writer, dancer, actress, and hostess. Fun-loving, independent and charming, she was celebrated by her peers as one who had not only *joie de vivre* but also "ready sympathy and understanding." Peggy always had the gift of friendship.

Of course, reading of her in the CNR yearbook that was to be expected: "She sings, she dances, she is always entertaining... To know her is to love her." In fact, the song she is singing, "Root to toot, Root to toot . . ." is one of the snippets of wonderful memories from her days at CNR.

Recalling CNR

Growing up in the small, upstate New York town of Wellsville, Peggy and Agnes did not come to the College by chance but on the advice of one of their neighbors, Mary Cronin '18. Close to New York City and the many opportunities for a small town girl, the College had an elite reputation, and Peggy's father saw the value of a CNR education as a way to expand the horizons of his two daughters.

And indeed it did. Peggy remembers that as soon as she stepped onto the campus she "learned to mix with people." Recalling the facade of Maura Hall and Cottage 23, where the freshmen resided, she especially relishes the memory of a vivacious young nun from Seneca Falls, New York, Mother Mary Joseph Clary, who belonged to a jazz band and climbed trees on campus.

She admits that her happiest memories of college life were her trips into New York City, both those when the girls would hitch rides to the City and stay in hotels and the official and sanctioned trips to the theaters chaperoned by her CNR drama teacher, a relative of the Barrymores.

A woman of her time, the Roaring Twenties, Peggy remembers one incident in particular. After spending an "unchaperoned" weekend in the City, she returned to the dorm on Sunday besieged with guilt and expecting to face punishment for having been away from CNR without permission. On duty at the dormitory desk, Mother Ignatius Wallace, known as a strict disciplinarian, beckoned her to come closer. Convinced she was going to be expelled, Peggy recalls she nearly fainted when the nun whispered, "Tell me all about it."



Putting her head in her hands, she ran to her dorm room weeping. Only then did she learn from her classmates of the tragic death of her roommate's father that very weekend. Mother Ignatius had assumed Peggy was with her roommate for the weekend and never did discover Peggy's ruse.

A Vibrant Life Well Lived

Though her world had been expanded, upon graduating from CNR, Peggy returned home to Wellsville to marry her childhood sweetheart, Fenn Pierce, and became a devoted wife and loving mother, to their only child, Nancy. When Fenn died suddenly when Nancy was just 10, Peggy moved to Florida, where she met Malcolm McConnell and settled into a wonderful marriage marked by adventurous travel and life in the tropics.

Sharing her love of drawing and painting with her daughter, who died tragically in her 40s, today, Nancy's paintings hang side by side with Peggy's own in her Miami bungalow, treasured memories of a child lost too young.

Arching the twentieth century, Peggy's life is one that was shaped by both terrible loss and great good fortune, and her vivacious spirit continues to shine from her marvelous face. Still devoted to her alma mater, today Peggy basks in the rhythm and joy each day brings, knowing that laughter is the best medicine and that poetry is found in many places. The College turns 100 in September 2004. Peggy will have to wait until February 2006 – close enough.

—Carole Weaver

*P***LEASE JOIN US!**

AUGUST

August 7, 2004

Alumnae/i Event: Shelter Island

SEPTEMBER

September 5 – November 14, 2004

Castle Gallery Exhibit: Once Upon A Time: Visions by Alumnae/i Artists
Opening Reception – September 12, 2-4 p.m.

September 18, 2004

100th Anniversary Dinner
6 p.m., Grand Hyatt, NYC

September 19, 2004

100th Anniversary Liturgy of Thanksgiving with celebrant Edward Cardinal Egan
2 p.m., St. Patrick's Cathedral, NYC

September 28, 2004

CNR Golf & Tennis Outing
Wykagyl Country Club, New Rochelle

OCTOBER

October 7, 2004

Founder's Day

October 16, 2004

SNR John Cardinal O'Connor Campus Alumni Chapter Fall Meeting
11 a.m., JOC Campus

NOVEMBER

First Three Weekends

CNR Drama Production: "You're a Good Man, Charlie Brown"

DECEMBER

December 5, 2004 – February 27, 2005

Castle Gallery Exhibit: The Black Madonna
Opening Reception – December 5, 2-4 p.m.

For further information about any of these events, call 1-800-850-1904.

Recalling Favorite Faculty

There is no doubt that the faculty has had an enormous impact on The College of New Rochelle over the past century. That impact has been perhaps most profound for the College's alumnae/i. So often when speaking to alumnae/i, we are asked about the faculty they recall from their college years. In honor of the Centennial, we'd like to answer those questions, so we asked the former faculty themselves to tell us. >>>

MILDRED HAIPT, OSU (MOTHER MARIA CARL) *Education Faculty, School of Arts & Sciences* *(1961-1962, 1964-1969, 1972-2001)*



Upon retirement from the College, I became the local superior of the Ursuline community in Wilmington, DE. Prior to moving south, I gave an education workshop in Malaysia and taught in the Leadership Development Project for about 35 teachers and administrators from our Ursuline schools throughout Thailand. Since coming to Wilmington, I have been to Georgetown, Guyana where I worked with teachers at Marian Academy – a school co-sponsored by the Ursulines.

In addition to my current ministry within the Ursuline community, I am a trustee of Ursuline Academy of Wilmington, DE, Inc. and a member of three Board committees. A major thrust this year is trying to establish a multifaceted program for the continuation of our mission and Ursuline heritage in the school.

DOROTHY ANN KELLY, OSU '51 *History Faculty, School of Arts & Sciences (1957-2001)* *Academic Dean (1967-1972)* *Acting President (1970-1971)* *President (1972-1997)* *Chancellor (1997-2001)*



After two years as Prioress of St. Teresa's Community at the College, I became the Provincial of the Eastern Province of the Ursulines in June 2003. This new assignment gives me an opportunity to work with the Ursulines of the Province in understanding and meeting the challenges to our mission as women religious today. I share responsibility with a Provincial Council for promoting the well-being of the Sisters and for enabling each one to live a healthy, happy, holy life.

In addition, I continue to be involved with friends, many from The College of New Rochelle, with organizations like the InterReligious Council of New Rochelle, Georgetown University Board of Directors, and Westchester's Sound Shore Medical Center Board of Directors.

In response to requests from some alumnae and local Catholic women and men for a place to discuss the recent scandal in the Catholic Church, I invited a group to meet at St. Teresa's Convent Chapel in July 2002. The Upper Room Group (as we call ourselves) continues to meet and seek ways to foster change in the Church.

JOHN LUKENS *Psychology Faculty, School of Arts & Sciences (1967-2000)*



Since my retirement, I have remained involved in my community, particularly with Camp Venture Corporation, which was founded by my late wife and is now directed by one of my sons. This agency cares for over 1,000 developmentally disabled people in group residences, day treatment programs, workshops, camps, etc. I am the Volunteer Clinical Director, a member of the Venture Foundation Board, and the Director of the Venture Archive.

I am also on the Board of Loeb House, Inc., a residential program for recovering mentally ill persons housed in a number of residences in Rockland County, and was recently appointed to the Ethics Committee of Orangetown, NY, my hometown.

I also happily report that I keep my psychology experiences updated in active support of my grandchildren and in following the new career of my daughter, Margaret Lukens Byrne, a CNR graduate and a school psychologist.

THOMAS TAAFFE

Philosophy Faculty, School of Arts & Sciences (1958-1972)
Acting Director, School of New Resources (1972-1973)
Director, DC-37 Campus, School of New Resources (1973-1987)
Assistant Dean for Curriculum & Development, School of New Resources (1988-1991)



Although retired from the College 13 years ago, I remain teaching, busy as an adjunct professor at the Fashion Institute of Technology and Manhattanville College. At FIT, I am continuing my efforts to get philosophy right, teaching Ethics in the Social Science Department. At Manhattanville, having earned my Ph.D in Comparative Literature at the Graduate Center of CUNY in 1994, I teach literature courses primarily in the M.A. programs in Writing and in the Humanities.

Continuing work begun for my dissertation, I recently finished a collection of 100 translations and a study of the poetry of Gerrit Achterberg, one of Holland's great twentieth century poets. At the moment, in search of a publisher, the book is titled *Naming You*. I am still very interested in John Macmurray, the Scottish pragmatist who is among the wisest contemporary philosophers I have read. I must add to my own work, a small study of *On the Nature of True Virtue* by Jonathan Edwards. I also have a half-formed verse play based loosely on the life of Francis Sheehy Skeffington, an Irish feminist, socialist, and pacifist, ironically one of the first executed in the Revolution of 1916.

LAURA ELLIS

Education Faculty, Graduate School (1978-1992)
Dean, Graduate School (1992-2002)



Retirement has given me the wonderful gift of time which I cherish after 50 years of professional employment – 24 of which were spent at CNR in the Graduate School as professor and dean. Now I have turned my attention to other things, such as family, friends, art, music, reading, and travel. Since last year, I have been serving on my synagogue's Board of Directors as chair of the Adult Education Committee. We are reviving a nascent adult education program, and I am using the same skills I used at CNR. It is a challenging assignment.

My professional life was both exciting and challenging. Retirement is also exciting and challenging but in different ways.

KATHLEEN LEVACHE

Physical Education Faculty, School of Arts & Sciences (1952-1998)
Director of Athletics (1982-1998)



Retirement is a JOY! I now have the opportunity to pursue all those interests that I had little time for while teaching. A course in Chinese Watercolor Painting, carving Celtic Knotwork designs, and giving ten Creative Arts Workshops for the NYC Board of Education have kept my creative needs intact. A genealogical search of my family has opened a whole new world of research. The "someday" has finally come for the books that I had collected to read "someday."

I enjoy teaching the women and men anxious to speak English in an ESL class at the Ursuline Adult Learning Center. And my computer keeps me in touch with good friends, among whom are many CNR graduates.

BENJAMIN ALIMENA

Psychology Faculty, School of Arts & Sciences/Graduate School (1963-1992)



Since retiring, I have continued my clinical work at St. Agatha's Home of New York Foundling Hospital. As a consulting psychologist dealing primarily with the Diagnostic-Reception Program, where treatment services are recommended for the children referred to us, I often come across reports written by graduates of the CNR Community-Psychology Program. These reports generate

pride in the work I did at the College.

ELINOR SHEA, OSU (MOTHER MARY BERCHMANS) '50

History Faculty, School of Arts & Sciences (1957-1968)
Instructor, School of New Resources (1972-1979)



Since 1983, I have lived in the South Bronx with several other Ursulines. Currently, my ministry is in spiritual direction, group facilitation, and retreats. In this work, I have also trained and supervised other spiritual directors with a particular emphasis on exploring the relationship between spirituality and justice.

Mother Irene Gill Inducted into Westchester Women's Hall of Fame



CNR President Stephen Sweeny accepted the plaque marking Mother Irene Gill's induction into the Westchester Women's Hall of Fame from Brenda Resnick Spano GS'81.

Fittingly, as The College of New Rochelle, once labeled by skeptics as her folly, celebrated one hundred years of academic excellence, foundress Mother Irene Gill was inducted into the Westchester Women's Hall of Fame in March.

Since its creation 20 years ago, the Hall of Fame has recognized women from all walks of life, including the College's own Sr. Dorothy Ann Kelly, OSU '51, and Nancy Quirk Keefe '56.

"The Women's Hall of Fame has recognized so many women for their contributions to Westchester and to women," said Westchester County Executive Andy Spano. "These women were brilliant, motivated, and dedicated... what they all had in common was a commitment to improving the quality of life for women."

Accepting the award during a luncheon, CNR President Stephen Sweeny graciously acknowledged the more than 20 Ursulines in attendance at the luncheon. Of Mother Irene, he said, "She left a legacy of access to superior education for thousands of women. Almost 20 years before women had the right to vote, Mother Irene asked why shouldn't women have the same – if not better – education than their brothers and fathers? A woman of great faith, she valued a well-rounded liberal arts education and knew this to be a privileged tool to empower women. I know Mother Irene smiles on us today. Thank you for recognizing her special place in the history of this great county."

— Lenore Carpinelli

Sr. Nancy Malone Speaks at CNR



How is reading a spiritual practice? What are the joys and travails of writing? How does one turn a dream into a reality? Sr. Nancy Malone, OSU, addressed these questions and more in the lecture "Reading, Writing, and Getting Published: A Labyrinthine Journey," sponsored by The Ursuline Institute in early February. An author and

former co-editor of *Cross Currents*, Sr. Nancy signed copies of her book *Walking a Literary Labyrinth: A Spirituality of Reading* after the lecture.

ALUMNA INDUCTED INTO HALL OF FAME

In March, Julie Siard McMahon SN'88 was among 14 individuals inducted into the 2004 Alumni Hall of Distinction by the Commission on Independent Colleges and Universities, an organization that represents New York's 100-plus independent colleges and universities on public policy issues.

During a luncheon in Albany, Julie was praised for her role in founding September Smiles, a nonprofit group devoted to helping spouses and children deal with loss, something Julie has experienced first hand. With a toddler at home, Julie was pregnant with her second son when her husband, a New York City firefighter, was killed on September 11, 2001. Seeking a way to repay the kindness shown them in their time of grief, Julie and three other widows founded September Smiles in 2002. Currently, the organization is working with 200 to 300 families, including widows of those killed in Afghanistan and Iraq.

A pediatric nurse practitioner at Memorial Sloan-Kettering Cancer Center, Julie recently began a Pediatric Observation Unit at Sloan-Kettering, an intensive care unit for children with cancer. She also continues her association with Happiness is Camping, a camp for children with cancer, serving as director of nursing there, and runs a support group for parents who have lost children to cancer.

Building Resilience Topic of Graduate School Conference

When some of us think of strength, we imagine Hercules or Atlas holding up the world. Physical strength certainly has its power. At this point in history, after September 11, and in a world filled with uncertainty, a deeper, more meaningful definition of strength is needed – that's resilience," said Dr. Nancy Brown, Dean of the Graduate School, as she opened a conference on "Building Resilience Through the Life Cycle," held at the College in late March.

And in fact, resilience – defined as the ability to recover quickly from hardship or misfortune – proved to be such a hot topic that it drew an overflowing crowd of more than 300 for the conference sponsored by the Graduate School.

Describing resilience as "something on the inside," Dr. Brown asked those gathered to consider: "How am I resilient when my professor gives me back a paper to rewrite, or the airline loses my luggage, or my computer crashes? What about when one of my loved ones dies, or my child gets low SAT scores, or I don't get the promotion I deserve... In daily life, we have many opportunities to develop resilience."

Dr. Claire Lavin, Professor of Psychology, GS, went on to explore resilience and the ways in which it can be nurtured during her keynote address. While research has greatly altered early views on resilience, "the present perspective," said Dr. Lavin, "is that resilience is not typical of a select few but of all children.... Every youth has innate resilience. It is a part of the human capacity for transformation and change...

We need to find ways of moving children from risk to developing their innate resilience."

Later, turning to ways to advance resilience, she continued, "Although we Americans are enamored of the quick fix, it will not work in promoting resilience. To affect development, programs must be long term, embedded in the lives of children, and address the characteristics, contexts, and processes that constitute resilience.

"Resilience demands that you see all people as capable of changing and of positive growth... Schools are in a unique position to promote resilience because they have children for such a long portion of time... Teachers must provide a caring relationship by expecting high levels of performance and using positive affirmations of student abilities, giving them opportunities to participate and contribute... Families must provide a supportive, nurturing environment and emotional warmth, and again high expectations...

"Beliefs are self-fulfilling," she said in closing. "If you believe that all children can learn, then you put forth the maximum efforts to find the way to reach them, and they will do better because you believe and, ultimately, they also believe that they can succeed.... The bad news is there is no quick fix to developing resilience. The good news is each of us through our actions can make a difference."

Taking their first actions to make that difference, participants then went on to illuminating workshops offered by faculty and staff from across the College on such topics as fostering resilience through educational leadership, artistic creativity, spiritual fitness training, intergenerational communication, faith and community, and the act of writing, before returning to hear closing remarks by Dr. Susan Baum, Professor of Gifted and Talented Education, GS.

"Resilient people have positive dispositions, feel in charge of their lives, belong to a supportive environment, and enjoy significant role models and



Dr. Anthony Cosenza, Associate Professor of Special Education, GS, focused on spiritual fitness training.



Terence McCorry, Director of Campus Ministry, arranged the seats at his workshop to simulate a labyrinth.

mentors," she said.

Encouraging the use of talent development – focusing on strengths and talents – as a way to create resilience, Dr. Baum said, "Our personal strengths and talents are the best asset we possess. They enable us to acquire a positive identity that provides a vision of all we can be."

A philosophy echoed by the philosophy of the Graduate School itself. "As students in the Graduate School, we want you to go beyond your respective professional fields and to imagine what could and should be," said Dr. Brown. "With resilience we can dream dreams and have the strength to actualize them against all odds..."

— Lenore Carpinelli



Participants in the Intergenerational Communication and Resilience session had several opportunities for small group discussion.

Laptop Program for Incoming Freshman Announced

Beginning in September 2004, freshman in the School of Arts & Sciences and School of Nursing will receive laptop computers from the College – an initiative which represents the culmination of a strategic institutional plan to enhance the technological resources and services for students in the Schools of Arts & Sciences and Nursing.

In 2002, the multimillion-dollar renovation of Mother Irene Gill Library transformed the library into an open modern facility with hundreds of new data ports, more workstations throughout the

library, and advanced research tools to better accommodate new technology for students. Last year, the College introduced its wireless communication in many areas across the campus and successfully launched ANGEL, a web-based course management system that integrates technology into the curriculum. In addition, computer labs and classrooms have been renovated at all six School of New Resources campuses to better prepare students to meet the challenges they will face in the twenty-first century.

"This new laptop program will make the teaching of writing, research, and collabo-

rative learning more seamless for CNR students and help them better harness the incredible resources available to them from Gill Library and the World Wide Web," says Dr. Joan E. Bailey, Senior Vice President for Academic Affairs at CNR.

The College's technology plan also calls for providing increased student computer access in the libraries of all the campuses of the School of New Resources as well as increased faculty access to computers in the Graduate School.

Feast of Epiphany Celebrated



Members of the College Community – alumnae/i, faculty, staff, and students – once again gathered to mark the Feast of the Epiphany with a mass celebrated by Father Joe Flynn, OFM Cap., CNR Chaplain, in Holy Family Chapel (photos left). During the mass, Marie McGillycuddy SAS'03 acted as an altar server (inset) and a flutist and trumpeteer provided a beautiful accompaniment to the CNR Choir

(bottom right). Following the mass, a delicious brunch was held in Maura Ballroom. Among the attendees were Mary O'Hagan '43 (pictured below with CNR President Stephen Sweeny).



The President's Circle: Leadership for the Second Century

It is a relatively small group, but its impact is enormous. President's Circle members provide 76 percent of the unrestricted dollars raised for the College's current needs and are, as CNR President Stephen Sweeny says, "our closest friends, our partners in the present and future vitality of CNR." The President's Circle is the College's highest-level gift club recognizing leadership donors who give unrestricted support to the Annual Fund. Members of The President's Circle are actively leading CNR into its second century.

Partners for the Future

As the College celebrates its Centennial year, it also looks beyond this particular moment of strength to embrace the future. Because members of The President's Circle provide the mainstay of unrestricted financial support each year, an open invitation is extended to all graduates and friends to become active partners in CNR's future by joining The President's Circle.

Why Unrestricted Support

The College of New Rochelle, like other private educational institutions, needs unrestricted annual gifts for current use that can be directed, as needed, to meet institutional priorities. These gifts have a significant positive impact on the life of the College. They help make up the ever-increasing difference between what tuition covers and the actual cost of a CNR education, and allow the College to use the funds for scholarships and financial aid, faculty initiatives, and other student-related activities. These annual gifts provide much needed financial continuity from year to year.

Expand the Circle

The College endures as a Catholic, women's liberal arts college, its health and vitality strengthened because individuals have chosen to make CNR one of their top philanthropic priorities. To flourish, CNR needs an expanded circle of leadership support. **Become a member of The President's Circle this Centennial year.**

THE PRESIDENT'S CIRCLE

The President's Circle recognizes those alumnae/i, parents, faculty and friends of The College of New Rochelle whose exceptional unrestricted leadership giving to the Annual Fund provides more than 75% of the total funds raised, reflecting their deep understanding of the College and its mission. Six levels of distinction exist within The President's Circle. Membership is extended to those individuals who contribute unrestricted gifts of \$1,000 or more to the Annual Fund before June 30 each year.

The President's Circle

Centennial Council Member	\$25,000+
Ursuline Heritage Society	
Member	\$10,000+
Distinguished Member	\$5,000+
Castle Associates Member	\$3,000+
Founding Member	\$1,904+
Member	\$1,000+

President's Circle membership is also extended to those (living) who have given a cumulative lifetime total of \$100,000 or more to the College.

MEMBERSHIP BENEFITS

- ✓ Special listing in the *Annual Report*
- ✓ Invitations to The President's Circle Dinner and other special events
- ✓ The President's Letter, a quarterly newsletter for members only
- ✓ The satisfaction of giving young women and adults the benefits of a CNR education

News from the Office of Annual Giving

As CNR moves forward into its second century of service, the need for unrestricted financial support is greater than ever. In order to actively encourage unrestricted giving, we are changing how we will report class and campus giving, and instituting a new leadership gift club for recent graduates. Also, to recognize the importance of providing for the College in the future, we will report class or campus membership in the Heritage Society.

New Class and Campus Totals

Starting with the 2004 *Annual Report*, two totals will be reported for class, campus or school donations: the total of all current-year gifts and the total of all current-year unrestricted Annual Fund gifts. In the continued spirit of "friendly competition" two sets of "top five classes" will be reported: the top five total giving and the top five unrestricted Annual Fund giving.

The Heritage Society

The Heritage Society recognizes individuals who have provided for CNR's future in their wills, planned gifts, or through

other estate planning. Bequests and planned gifts play a very significant role in the financial health of the College.

The Next Generation of President's Circle Members

Any recent graduate (1 to 9 years since graduation) who gives an unrestricted Annual Fund gift (see chart for details) will become a President's Circle Associate Member. Upon their 10th reunion, they will be asked to continue their leadership giving and join The President's Circle with a gift of \$1,000 or more.

If you have questions or comments, please contact Marilyn Saulle, Director of Annual Giving, at msaulle@cnr.edu or 914-654-5917.

CLASS OF 1951

Total 2004 Giving	\$544,456
% Total participation	51%
Heritage Society Members	9
Total Annual Fund	\$44,456
% AF participation	50%

PRESIDENT'S CIRCLE ASSOCIATE MEMBER

(for recent grads)

Years from graduation:

1-4 \$250+

5-9 \$500+

Members are invited to special recognition events

Sonia Sanchez performs at Co-op City Campus



Pictured (from left) are Dr. Joan Bailey, Senior Vice President for Academic Affairs, Dr. Kristine Southard, Co-op City Campus Director, Elza Dinwiddie-Boyd, SNR Dean, Sonia Sanchez, featured speaker, and Dr. Stephen Sweeny, CNR President.

With her work immortalized in both poetry and plays, Sonia Sanchez, activist, teacher, lecturer, and artist, drew over 500 students, faculty, and staff to the SNR Co-op City Campus in early March for “Literature as a Lens on Lifelong Learning,” an event sponsored by SNR to mark the College’s Centennial. Students from all six campuses, as well as the new Brooklyn extension site in Far Rockaway, attended the performance, enjoying the readings and at times spontaneous expostulations of Ms. Sanchez. A tiny woman dressed in purple, her size belied the energy and the soul exposed to her audience during her nearly two hours at the microphone, the oral outpourings ranging from the clear and burbling sounds of a brook to those of a very large and combustible volcano. From soft murmurings of love (some in haiku) to those of deeper passions, from belief in America to rage against a system that doesn’t work, she expressed a strength and a base of convictions that cannot be denied, using repetition and harshness to underline her most heartfelt messages, those that reach out and grasp at our consciences and the inner-most truths we lie about even to ourselves.

To really understand what Ms. Sanchez stands for, one must know her background. A leader in the Black studies movement, she developed Black studies courses while teaching at what is now San Francisco State University in the late 1960s. The first Presidential Fellow at Temple University, Ms. Sanchez held the Laura Carnell Chair in English until retiring in 1999. Author of more than a dozen books, she is a well-known speaker around the world, touching audiences in Africa, Cuba, England, Australia, Nicaragua, Norway, Canada, the Caribbean, and even in the People’s Republic of China. She has received

numerous awards and honors including a National Endowment for the Arts Award, the Lucretia Mott Award, the Peace and Freedom Award from the Women’s International League for Peace and Freedom, and the Pew Fellowship Award. In 2001, she was awarded the Robert Frost Poetry Award.

Interspersed with the laughter, murmurs of agreement, and much applause that evening, the audience at the Co-op City Campus was also hushed at times, waiting for Ms. Sanchez’s next words, the next notes of a voice that is, in itself, a musical instrument—with ebbs and flows, highs and lows, flute, sax, cymbals, drum, reaching crescendos, plumbing the depths. Speaking of issues important to the African American experience and issues that cross the color line, such as domestic violence, her cries of depression and dismay were often edged with the softer illumination of hope.

As Maya Angelou has said, “This world is a better place because of Sonia Sanchez: more livable, more laughable. I wish millions of people knew that some of the joy in their lives comes from the fact that Sonia Sanchez is writing poetry.” Over 500 people felt that way leaving the Co-op City Campus that evening. Their lives were more livable, more laughable, because of the two hours spent with Sonia Sanchez.

—Judith Balfe



Sonia Sanchez takes a moment to speak with Dr. Teresa Leslie of the Rosa Parks Campus after her presentation.

Framing Nature at the Gordon Parks Gallery

From time to time in the course of a dreary winter, something occurs that brightens the day, the night, or a small corner of our world, spreading warmth and joy. On February 2—with the opening of the exhibit “Framing Nature” at the John Cardinal O’Connor Campus—just such an occurrence took place. Featuring the photographs of Dr. Louis DeSalle, the exhibit at the Gordon A. Parks Gallery was the culmination of 10 years of photographing the beauty of upstate New York, resulting in a collection of work that was astoundingly beautiful. Yet surprisingly, all the works were untitled.

Why no titles? According to Dr. DeSalle, who is also the Assistant Dean for Curriculum and Development for SNR, he chose to leave them untitled so that they will not be identified with any particular place. “Rather, they are an attempt at focusing, not on place, but on time. They are an attempt to capture an irretrievable, singular moment when color, form, and light converge to form a fleeting visual image—an image which hopefully will trigger a variety of emotional responses from viewers, and in

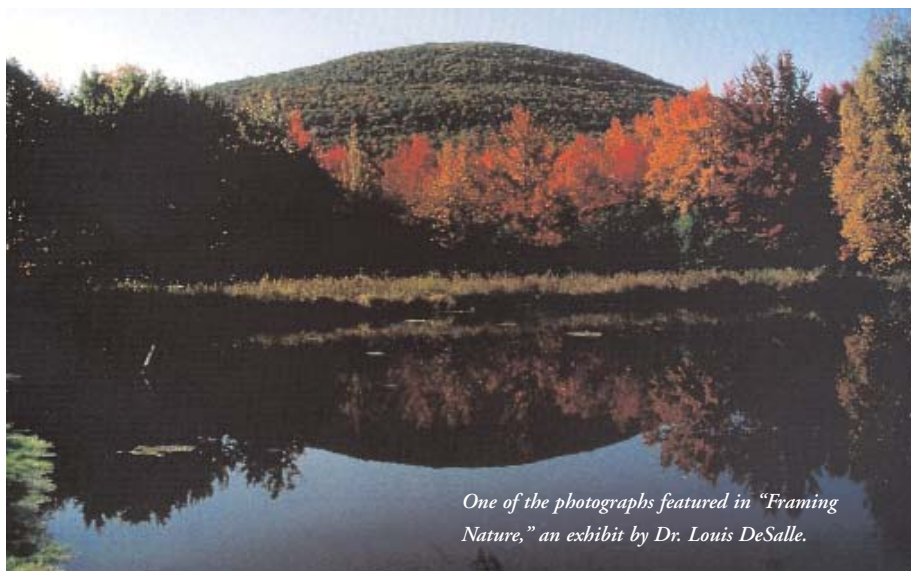
doing so, refocus their view of the natural world. My hope is that the gift of these photographs will be to reawaken the viewer to the subtlety and sublimity of the natural world.”

With music by the Sabree Trio softly filling the gallery during the opening reception, people milled about, enjoying landscapes of glorious sunsets, stark winter scenes, and a myriad of other wonders of nature. Eighteen of the 33

pictures were quickly sold, and proud new owners pointed out their choices.

Later in February, Dr. DeSalle lectured on his works to New Resources students. Though he answered yes when asked if he was an amateur photographer, he was quickly reminded that after this showing, he now ranks among the professionals. Indeed he does.

—Judith Balfe



One of the photographs featured in “Framing Nature,” an exhibit by Dr. Louis DeSalle.



Above: Marie DiBenedetto SN’04 demonstrates the proper way to place an infant in a car seat.

Below: Blood pressure was just one of the screenings performed.



Healthy Campus Travels to Brooklyn

This year, Healthy Campus, a collaborative effort by the School of Nursing and Student Services, to educate the CNR Community on health care issues, was held at the School of New Resources Brooklyn Campus. During the event, which took place in early April, SNR students, faculty, and staff visited exhibits put together by nursing students to gather information and get free screenings on topics ranging from diabetes, to lupus, to sickle cell anemia, to child safety.



Above: Elizabeth Vazquez SN’05 assists an SNR student in completing an evaluation tool for breast cancer prevention. Below: Sherese Connell SN’06 discusses lupus with a Brooklyn Campus student.



New Chair and Vice Chair Elected to Board of Trustees



Michael Ambler and Joan Freilich, newly elected Chair and Vice Chair of the Board of Trustees.

In May, Michael N. Ambler was elected Chair and Dr. Joan Freilich was named Vice Chair of the College's Board of Trustees. Mr. Ambler succeeds Sr. Jean Baptiste Nicholson, OSU, who served on the Board for almost three decades and as Chairperson since 1998.

According to CNR President Stephen Sweeny, "Mr. Ambler is a man of considerable leadership skills who brings to the Chair of the CNR Board of Trustees ex-

tensive experience and passionate commitment to the mission of the College. We are truly fortunate to have at our service a person of such wisdom and dedication as the new Chair of our Board."

Recently retired from Texaco after more than 10 years as General Tax Counsel, Mr. Ambler joined Texaco in 1988 as Deputy General Tax Counsel and was formerly Tax Counsel for the Mobil Corporation from 1969 to 1988. He began his career with the law firm of Sullivan & Cromwell in 1962, remaining with the firm for seven years. He holds a B.A. from Princeton University and a law degree from Columbia University.

First elected to the Board of Trustees of CNR in 1993, Mr. Ambler has chaired the Board's Finance and Investment Committee and served on the Investment Committee. In 1999, Mr. Ambler was honored at the College's Trustee Gala. He is a director of Young Concert Artists, Inc. in New York City and is the senior warden at the Episcopal Church of the Atonement in Quogue, New York.

Dr. Freilich, who has served on CNR's Board since 2000, brings to this position a wealth of practical experience and an intimate and long history with CNR. "I am confident her support will continue to benefit the College's commitment to quality education and institutional development," said Dr. Sweeny.

Since 1998, Dr. Freilich has been the Executive Vice President and Chief Financial Officer of Consolidated Edison, Inc. and is a member of the Company's board. A *magna cum laude* graduate of Barnard College, she attended Columbia University where she earned her masters and Ph.D. in French, as well as an M.B.A. in Finance.

Trustees Named

Four new trustees have been named to the Board of Trustees.

DOLORES A. BATTALIA

Dolores A. Battalia, a graduate of the School of New Resources, has been a judge in the Town of Mamaroneck since 2001. A founding partner in the law firm of Stein & Battalia, she previously served three terms as Mamaroneck Town Supervisor. A former Trustee at the College, she has chaired the Castle Gallery Board of Directors, co-chaired the Trustees Dinner Dance, served on the President's Advisory Council, and taught as an adjunct in the School of New Resources.

LILLIAN BRENNAN CARNEY

An alumna of the College and the mother of five, Lillian Brennan Carney has served as President of the Board of Directors of New Bedford Child and Family Services, has been a Corporator of St. Luke's Hospital, and is a member of the University of Massachusetts Library Association and WHALE (Waterfront Historic Area League). She previously served on the College's Board of Trustees for six years and as Vice Chair of the Campaign Steering Committee.

JOSEPH C. FARINA

Joseph C. Farina began his telecommunications career in 1969 with New York Telephone. Since that time, he has held various operating and financial positions with AT&T, NYNEX Mobile Communications Company, Bell Atlantic Data Solutions Group, GTE Internetworking, Genuity, Inc., and Lynch Interactive Corp. A former Board member at the College, he has also served on the board of the Whitney Museum of American Art. Mr. Farina holds a B.S. from Fordham University and an M.B.A. from St. John's University.

REGINA KEHOE, OSU

Currently the Prioress of the Marian Residence, the retirement home of the Ursulines in New Rochelle, Sr. Regina Kehoe has served her alma mater as a member of the Board of Trustees for more than 20 of the past 35 years. Most recently, she has also served on the boards of Visiting Nurse Services of Westchester, St. Joseph's Health Center, and the Academy of Mt. St. Ursula. In addition to a B.A. and M.S. from CNR, she holds an M.A. from Villanova University.

We Remember



JAMES J. NICHOLSON

On December 28, 2003, The College of New Rochelle Community lost one of its finest members when James J. Nicholson, a deeply devoted friend for more than two decades, passed away after an extended illness. Throughout his long service to the College as a member of the Board of Trustees and as Board Chairman from 1986

to 1991, he was known for lending sound judgement and advice, for balancing the needs and welfare of students and the College, and for inspiring others with his breadth of vision and boldness of action.

A wise counselor, guide, and leader in ensuring the College's growth and success, during his tenure as Chairman, Jim was instrumental in bringing several major projects to fruition, including the completion of the College Center (now known as the Mooney Center), the successful conclusion of a multi-million dollar fund-raising campaign, and the appreciable increase in both the College's Endowment Fund and Annual Fund.

He was known for lending sound judgement and advice, for balancing the needs and welfare of students and the College, and for inspiring others with his breadth of vision and boldness of action.

Awarded an honorary degree from the College in 1991 in appreciation for his generous service, he was celebrated as a Christian leader by example and action and a beloved friend and advisor to the College, who during his lifetime contributed immeasurably to the advancement of education, offered hope to the needy, and generously placed his time and talents at the service of others.

In addition to his efforts on behalf of the College, Jim and his wife Peggy were active members of the worshiping community of Holy Family Chapel for more than 30 years. Thus, the College was especially honored to have his Mass of Christian Burial offered in the Chapel, which was filled with hundreds of Jim's family and friends gathered to celebrate his life.

"Jim was ever the man of wit, warmth, and compassion," said CNR President Stephen Sweeny, in his announcement of Jim's death to the College Community. "He contributed immeasurably to the advancement of this College, and his friendship has been a great gift." May he rest in peace.



ROBERT KEESHAN

When Robert Keeshan passed away on January 23, 2004, millions of Americans mourned the loss of their beloved Captain Kangaroo, but The College of New Rochelle also mourned the loss of one of its most spirited and articulate supporters. Though he first came to know the College when he married one of its own – Jeanne

Laurie Keeshan '50, GS'83 – he did not limit his association there but served the College generously for more than two decades as a member of the Board of Trustees, including six years (1973-1979) as Board Chairman.

As Chairman, Bob presided over a period of great expansion and diversification for the College, including the establishment of the School of Nursing, and the rapid expansion of the pioneer School of New Resources, a program aimed at bringing a baccalaureate education to adults, particularly women.

"We had long talked about expanding the College to educate adult women but knew we needed a champion on the Board to step forward," said CNR President Stephen Sweeny. "Bob was happy to be that champion."

What I remember best about Bob was his sense of creativity, his gentleness, his reverence for the soul of every little child and every person.

A strong believer in the importance of promoting a quality education in a caring and value-oriented atmosphere, whose good judgement and leadership style won him the respect and affection of both his colleagues on the Board and the College Community, Bob Keeshan was awarded an honorary degree from the College in 1980 in recognition of his contributions to the College, to the cause of independent higher education, and to American life in nurturing its children.

"Bob was a teacher and an educator who knew well that a student's intellectual development had to take place hand in hand with the development of one's values," said Dr. Sweeny.

Though many of us will forever recall Bob Keeshan and his trademark red jacket as a fond figure from our childhood, says Dr. Sweeny, "What I remember best about Bob was his sense of creativity, his gentleness, his reverence for the soul of every little child and every person." May he rest in peace.

Alumnae/i Association Board of Directors Candidates Announced

The following slate of directors and nominating committee members is presented for election. We are deeply indebted to members of the Nominating Committee, chaired by Renee Blackwell SAS'95, for their dedicated and earnest effort to formulate a slate that truly represents our alumnae/i body. Your endorsement acknowledges these alumnae/i as your representatives.

DIRECTORS

Annually, eight Directors are elected for a term of three years.

Judith Balfe SNR '89, GS'91 & '97

New Rochelle, NY
Director of Marketing and Recruitment
School of New Resources
The College of New Rochelle

Janet Sarrantonio Blair SAS'74, GS'77

New Rochelle, NY
Early Childhood Education Specialist

Ellen Brooks-Kelly SAS'82

Somers, NY
Secondary Education, Spanish
John F. Kennedy High School, Somers

Alice Duffy Grant '63

Bronxville, NY
Retired Secondary Education, Social Studies
Consultant

Donna Lawrence SN'97

Brooklyn, NY
Scheduling/Visiting Nurse
Brooklyn Hospital Center Homecare

Rosa Puleo Napoleone SAS'75

Valhalla, NY
Vice President
New York Life

Lela Keough Negri '56

Rye, NY
Retired Manager, IBM

Pearl Sullivan SNR'03

Bronx, NY
Staff Assistant for Retention
School of New Resources, Co-op City Campus
The College of New Rochelle

NOMINATING COMMITTEE

Each year, three Nominating Committee members are elected for a term of two years.

Jane Perkinson '63

White Plains, NY
Production Editor
Business Week Magazine

Gail Guarneri Coviello SAS'93, GS'95

Lynbrook, NY
Elementary Education
Jefferson School, New Rochelle

Christiane Morejon SNR'02, GS'04

New Rochelle, NY
Art Education
Albert Leonard Middle School, New Rochelle

CURRENT REPRESENTATIVES

Current representatives in the Alumnae/i Association are:

President	Judith Kenny SNR'82
First Vice President	Mary Alice McGowan Byrnes '54
Second Vice President	Meg Gardinier SAS'82
Secretary	Kelley Allen SAS'98

Directors:

Term expires June 30, 2005

Margaret Slattery Dowd '61
Gail Cooper Marrin SAS'68, SNR'73
Barbara Krajewski GSN'98
Roberta Apuzzo SNR'92
Sr. Martha Counihan, OSU '67

Term expires June 30, 2006

Susan Ball Larson '65
Julie Cyr SAS'88
Rodney Samuels SNR'95
Mary Hesdorffer SN'95
Sharon Browne-Burrell SNR'02

Nominating Committee

Term expires June 30, 2005

Brigidanne Flynn SAS'87
Erin Devaney SAS'95, GS'00
George Walters SNR,'90, GS'92

Nominations are welcome and accepted throughout the year in the Office of Alumnae/i Relations. Self nominations are strongly encouraged. Please contact us at alum@cnr.edu or 800-850-1904 if you are interested in exploring this avenue of connection to the College and service to fellow alumnae/i.

RETIRING MEMBERS OF THE BOARD OF DIRECTORS

Special thanks to those who are retiring from service to the Board. They have contributed their creative ideas, thoughtful criticism, and generous spirits to strengthen our alumnae/i community.

Directors

Catherine Collins Donohoe SN'84
Mary Ellen Carty SAS'80, GS'94

Nominating Committee

Anne Hunter MacArtney SAS'76
Norvell Brandon SNR'91

To endorse the nominated slate, please complete and return the tear-out ballot in this issue of *Quarterly*.

E-Mentoring Program Launched with Great Success

In today's hectic world, e-mail has become a convenient and efficient method of communication used regularly by millions the world over – people of all backgrounds and all ages – a fact that made it the ideal basis for the exciting new E-Mentoring Program, sponsored by the Offices of Alumnae/i Relations and Counseling, Career Development & Placement Services. Launched this past fall by pairing several School of Arts & Sciences freshman with alumnae who share the same academic and career interests, the program has already proved extremely successful,

and plans are underway to expand it to all incoming freshman next fall.

“For the students, the E-Mentoring Program really makes them feel embraced by the College, knowing that those who passed before them still have this much vested interest in college life,” says Dr. Amy Bass, Assistant Professor of History and Director of the Honors Program, SAS, who has several of her students involved in the program. “It has also helped the students to expand their ideas about where they might go after graduation, whether that is a job, graduate school, family, and so on. And for the alumnae, the program offers a perspective – a window – into college life that is difficult to have after graduation.”

Sarah Murray, a political science/pre-law major, corresponds regularly with her e-mentor Colleen Duffy SAS’81, a family court judge in Mount Vernon, NY, and the mother of three. “We’ve discussed our respective families, Colleen’s profession, and the professional direction I hope to pursue,” says Sarah. “It’s wonderful to encounter a woman who holds a position similar to one that I someday aspire to and who still has time for more than just her career, and it’s great to have someone who has gone through the CNR experience and is willing to address issues that are current in her life as well as mine.”

Colleen Duffy is equally enthusiastic about the program. “I believe it is important for women, in particular, to have role models and to begin networking as early as possible,” says Colleen. “I hope that as Sarah and I get to know each other over the next few years that she will look to me for advice and guidance.”

Colleen also feels that mentoring by e-mail is particularly suited to her hectic

schedule that does not allow for much time outside of work and home, a factor that also appeals to Doreen Montalvo SAS’85.

A professional theater performer, Doreen says that because of her late hours, e-mentoring is wonderful, since she can e-mail her mentee Christina Simpson at any time. A film major at CNR, Doreen was paired with Christina, a communication arts/English major, because of their mutual interest in acting. Since the program began, they have corresponded about classes, college life, and careers and are hoping to meet in person this summer.

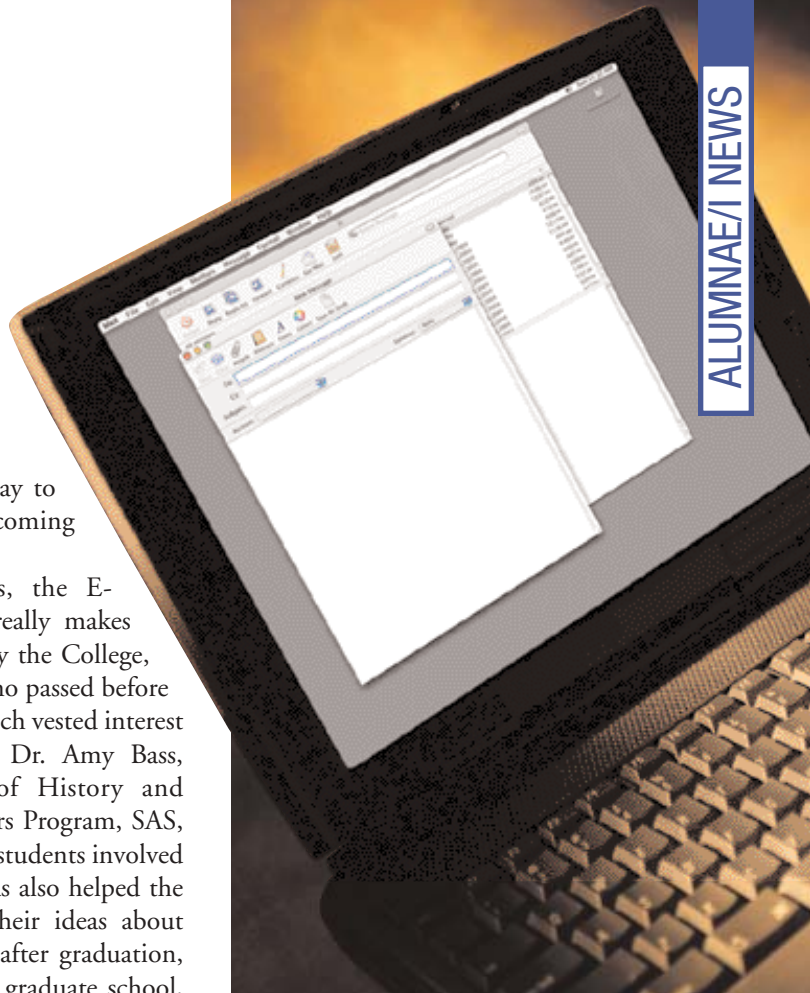
Joan Fiori Blanchfield ’64 also finds much in common with her mentee Sarah Worthington, including an interest in art and historic preservation. Says Joan, “I highly value my CNR education and have been grateful all my life for the enriched background I received there. My education made me appreciate the many intangibles that make life worth living and that cannot be measured simply in dollars... That’s why I was delighted to participate in this program.”

— Lenore Carpinelli

BECOME AN E-MENTOR!

You don't have to live in the area to help CNR students plan their careers and realize their dreams.

You can be an e-mentor and communicate with a current student via e-mail anywhere at anytime. If you are interested in connecting and supporting CNR students by participating in the E-Mentoring Program, please contact Nicole Totans, Assistant to the Director of Alumnae/i Relations, at 914-654-5266 or ntotans@cnr.edu.



Won't you consider an annuity with The College of New Rochelle? Please join us!

Q “Are you pleased with your CNR charitable gift annuity?”

“I did even better than I
thought on my taxes!”
Edwina Weisheit '46

“Very happy. It makes me
feel good to be getting a
good rate and helping
CNR, too.”
Rose Cuomo Coviello '41

“Very content!”
Pat Maloney Derbes '52

“Oh sure. Both
annuities work well.”
Lucille Grow '43

“Absolutely!”
Louise Orto Famighetti '52

“Fine. The interest is better than
what I had with the Baby Bells.”
Oona Burke Sullivan '51

“Very pleased. Can I add an
additional \$5,000?”
Jeanne Welcher Kleinfeld '43

“Oh, yes. I do indeed
recommend others do
the same.”
Phyllis Schreiber SNR'74

A charitable gift annuity enables the donor to make a significant gift to CNR and receive an income for life.
You must be 65 years of age; the minimum amount for the first annuity is \$10,000; subsequent annuities begin at \$5,000.

For more information, please call Dr. Carole Weaver, Director of Gift Planning, The College of New Rochelle, 29 Castle Place,
New Rochelle, NY 10805. T: 914-654-5914; F: 914-654-5290 E: cweaver@cnr.edu

Diversity is at the heart of CNR and is celebrated in the uniqueness of each student and every graduate.

We celebrate the diversity of donors to the Annual Fund. While they are all very different in their occupations, hobbies, and accomplishments, they share a recognition that CNR has given them a precious gift—their education.

Two of our current leadership donors have agreed to share some of what makes them unique and why they support CNR's Annual Fund.

You can help too. Show your appreciation for your CNR education by sending a gift to the Centennial Annual Fund, and please, tell us your story. How has your education shaped your current occupation, interests, and hobbies? You could be our next featured donor.

Keith J. Francis SNR'87



FIELD OF STUDY:

Small Business Management

HOMETOWN:

Harlem, NYC

OCCUPATION:

Retired, safety consultant, Health & Hospitals Corporation

HOBBIES/ACTIVITIES:

Caribbean cooking and volunteering as the commanding officer of the 28th Precinct Auxiliary Police, assistant treasurer of the Charles Walburg Community Center, sergeant at arms of the 28th Precinct Community Council, president of St. Mark's Holy Name Society of the Archdiocese of New York, former chairman of Manhattan Community Board #10, and more!

LAST BOOK READ:

The Battle for God by Karen Armstrong—a book on the fundamentalist movements in Judaism, Christianity, and Islam.

CLUB MEMBERSHIP:

The President's Circle

WHY I GIVE TO CNR:

Because I thank The College of New Rochelle for my liberal arts education. It is my key to the doors of success and satisfaction. I hope that my contribution to CNR will help other students to earn their key.

Kelley L. Allen SAS'98



MAJOR:

English and Classics

HOMETOWN:

Perth Amboy, NJ

OCCUPATION:

ePublishing Production Editor, Time Warner Book Group

HOBBIES:

Hiking, camping, writing, traveling, house renovation, and real estate

LAST BOOK READ:

The Bookseller of Kabul by Åsne Seierstad—a Norwegian journalist's account of her time spent living with an Afghan bookseller and his family.

CLUB MEMBERSHIP:

President's Circle Associate Member*

WHY I GIVE TO CNR:

Time and time again, I apply the lessons that I learned at CNR to my current life, in regard to both academic knowledge, and valuable life lessons. Due to the financial limitations of being a relatively recent graduate, becoming a President's Circle member was not a viable option. However, with the combination of the new President's Circle Associate Program and my company's three-to-one matching gift, I am now able to become a member without going for broke."

**a club for recent graduates making leadership gifts*

Centennial Annual Fund

Supporting academic excellence and the Ursuline tradition

To give, please use the enclosed gift envelope or call 1-800-474-4232 to make a credit card gift.

Celebrate 100 Years
of The College of New Rochelle!

CNR *Wisdom for life.*
The College of New Rochelle